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2006 □ 12 □

Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: In this part, you will have 15 minute to go over the passage quickly and answer the questions on Answer Sheet 1.

For questions 1-7, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For question 8-10, complete the sentences with the information given in the passage.

Six Secrets of High-Energy People

There's an energy crisis in America, and it has nothing to do with fossil fuels. Millions of us get up each morning already weary over the day holds. "I just can't get started," people say. But it's not physical energy that most of us lack. Sure, we could all use extra sleep and a better diet. But in truth, people are healthier today than at any time in history. I can almost guarantee that if you long for more energy, the problem is not with your body.

What you're seeking is not physical energy. It's emotional energy. Yet, sad to say, life sometimes seems designed to exhaust our supply. We work too hard. We have family obligations. We encounter emergencies and personal crises. No wonder so many of us suffer from emotional fatigue, a kind of utter exhaustion of the spirit.

And yet we all know people who are filled with joy, despite the unpleasant circumstances of their lives. Even as a child, I observed people who were poor, or disabled, or ill, but who nonetheless faced life with optimism and vigor. Consider Laura Hillenbrand, who despite an extremely weak body, wrote the best-seller *Seabiscuit*. Hillenbrand barely had enough physical energy to drag herself out of bed to write. But she was fueled by having a story she wanted to share. It was emotional energy that helped her succeed.

Unlike physical energy, which is finite and diminishes with age, emotional energy is unlimited and has nothing to do with genes or upbringing. So how do you get it? You can't simply tell yourself to be positive. You must take

action. Here are six practical strategies that work.

1. Do something new.

Very little that's new occurs in our lives. The impact of this sameness on our emotional energy is gradual, but huge: It's like a tire with a slow leak. You don't notice it at first, but eventually you'll get a flat. It's up to you to plug the leak—even though there are always a dozen reasons to stay stuck in your dull routines of life. That's where Maura, 36, a waitress, found herself a year ago.

Fortunately, Maura had a lifeline—a group of women friends who meet regularly to discuss their lives. Their lively discussions spurred Maura to make small but nevertheless life altering changes. She joined a gym in the next town. She changed her look with a short haircut and new black T-shirts. Eventually, Maura gathered the courage to quit her job and start her own business.

Here's a challenge: If it's something you wouldn't ordinarily do, do it. Try a dish you've never eaten. Listen to music you'd ordinarily tune out. You'll discover these small things add to your emotional energy.

2. Reclaim life's meaning.

So many of my patients tell me that their lives used to have meaning, but that somewhere along the line things went stale.

The first step in solving this meaning shortage is to figure out what you really care about, and then do something about it. A case in point is Ivy, 57, a pioneer in investment banking. "I mistakenly believed that all the money I made would mean something," she says. "But I feel lost, like a 22-year-old wondering what to do with her life." Ivy's solution? She started a program that shows Wall Streeters how to donate time and money to poor children. In the process, Ivy filled her life with meaning.

3. Put yourself in the fun zone.

Most of us grown-ups are seriously fun-deprived. High-energy people have the same day-to-day work as the rest of us, but they manage to find something enjoyable in every situation. A real estate broker I know keeps herself amused on the job by mentally redecorating the houses she shows to clients. "I love imagining what even the most run-down house could look like with a little tender loving care," she says. "It's a challenge—and the least desirable properties are usually the most fun."

We all define fun differently, of course, but I can guarantee this: If you put just a bit of it into your day, your energy will increase quickly.

4. Bid farewell to guilt and regret.

Everyone's past is filled with regrets that still cause pain. But from an emotional energy point of view, they are dead weights that keep us from moving forward. While they can't merely be willed away, I do recommend you remind yourself that whatever happened is in the past, and nothing can change that. Holding on to the memory only allows the damage to continue into the present.

5. Make up your mind.

Say you've been thinking about cutting your hair short. Will it look stylish—or too extreme?

You endlessly think it over. Having the decision hanging over your head is a huge energy drain.

Every time you can't decide, you burden yourself with alternatives. Quit thinking that you have to make the right decision; instead, make a choice and don't look back.

6. Give to get.

Emotional energy has a kind of magical quality; the more you give, the more you get back. This is the difference between emotional and physical energy. With the latter, you have to get it to be able to give it. With the former, however, you get it by giving it.

Start by asking everyone you meet, "How are you?" as if you really want to know, then listen to the reply. Be the one who hears. Most of us also need to smile more often. If you don't smile at the person you love first thing in the morning, you're sucking energy out of your relationship. Finally, help another person—and make the help real, concrete. Give a massage() to someone you love, or cook her dinner. Then, expand the circle to work. Try asking yourself what you'd do if your goal were to be helpful rather than efficient.

After all, if it's true that what goes around comes around, why not make sure that what's circulating around you is the good stuff?

1. The energy crisis in America discussed here mainly refers to a shortage of fossil fuels.
2. People these days tend to lack physical energy.
3. Laura Hillenbrand is an example cited to show how emotional energy can contribute to one's success in life.
4. The author believes emotional energy is inherited and genetically determined.
5. Even small changes people make in their lives can help increase their emotional energy.
6. Ivy filled her life with meaning by launching a program to help poor children.
7. The real-estate broker the author knows is talented in home redecoration.
8. People holding on to sad memories of the past will find it difficult to _____.
9. When it comes to decision-making, one should make a quick choice without _____.
10. Emotional energy is in a way different from physical energy in that the more you give, _____.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

Reaching new peaks of popularity in North America is Iceberg Water, which is harvested from icebergs off the coast of Newfoundland, Canada.

Arthur von Wiesenberger, who carries the title Water Master, is one of the few water critics in North America. As a boy, he spent time in the larger cities of Italy, France and Switzerland, where bottled water is consumed daily. Even then, he kept a water journal, noting the brands he liked best. "My dog could tell the difference between bottled and tap water," he says.

But is plain tap water all that bad? Not at all. In fact, New York's municipal water for more than a century was called the champagne of tap water and until recently considered among the best in the world in terms of both taste and purity. Similarly, a magazine in England found that tap water from the Thames River tasted better than several leading brands of bottled water that were 400 times more expensive.

Nevertheless, soft-drink companies view bottled water as the next battleground for market share—this despite the fact that over 25 percent of bottled water comes from tap water: PepsiCo's Aquafina and Coca-Cola's Dasani are both purified tap water rather than spring water.

As diners thirst for leading brands, bottlers and restaurateurs salivate(□□) over the profits. A restaurant's typical mark-up on wine is 100 to 150 percent, whereas on bottled water it's often 300 to 500 percent. But since water is much cheaper than wine, and many of the fancier brands aren't available in stores, most diners don't notice or care.

As a result, some restaurants are turning up the pressure to sell bottled water. According to an article in The Street Journal, some of the more shameless tactics include placing attractive bottles on the table for a visual sell, listing brands on the menu without prices, and pouring bottled water without even asking the diners if they want it.

Regardless of how it's sold, the popularity of bottled water taps into our desire for better health, our wish to appear cultivated, and even a longing for

lost purity.

57. What do we know about Iceberg Water from the passage?

- A) It is a kind of iced water. B) It is just plain tap water.
- C) It is a kind of bottled water. D) It is a kind of mineral water.

58. By saying "My dog could tell the difference between bottled and tap water" (Line 4 Para. 2), von Wiesenberger wants to convey the message that _____.

- A) plain tap water is certainly unfit for drinking
- B) bottled water is clearly superior to tap water
- C) bottled water often appeals more to dogs' taste
- D) dogs can usually detect a fine difference in taste

59. The "fancier brands" (Line 3 Para. 5) refers to _____.

- A) tap water from the Thames River B) famous wines not sold in ordinary stores
- C) PepsiCo's Aquafina and Coca-Cola's Dasani
- D) expensive bottled water with impressive names

60. Why are some restaurants turning up the pressure to sell bottled water?

- A) Bottled water brings in huge profits.
- B) Competition from the wine industry is intense.
- C) Most diners find bottled water affordable.
- D) Bottled water satisfied diners' desire to fashionable.

61. According to passage, why is bottled water so popular?

- A) It is much cheaper than wine. B) It is considered healthier.
- C) It appeals to more cultivated people.
- D) It is more widely promoted in the market.

Passage Two

Questions 62 to 66 are based on the following passage.

As we have seen, the focus of medical care in our society has been shifting from curing disease to preventing disease—especially in terms of changing our many unhealthy behaviors, such as poor eating habits, smoking, and failure to exercise. The line of thought involved in this shift can be pursued further. Imagine a person who is about the right weight, but does not eat very nutritious(□□□□) foods, who feels OK but exercises only occasionally, who goes to work every day, but is not an outstanding worker, who drinks a few beers at home most nights but does not drive while drunk, and who has no chest pains or abnormal blood counts, but sleeps a lot and often feels tired. This person is not ill. He may not even be at risk for any particular disease. But we can imagine that this person could be a lot healthier.

The field of medicine has not traditionally distinguished between someone

who is merely "not ill" and someone who is in excellent health and pays attention to the body's special needs. Both types have simply been called "well." In recent years, however, some health specialists have begun to apply the terms "well" and "wellness" only to those who are actively striving to maintain and improve their health. People who are well are concerned with nutrition and exercise, and they make a point of monitoring their body's condition. Most important, perhaps, people who are well take active responsibility for all matters related to their health. Even people who have a physical disease or handicap() may be "well," in this new sense, if they make an effort to maintain the best possible health they can in the face of their physical limitations. "Wellness" may perhaps best be viewed not as a state that people can achieve, but as an ideal that people can strive for. People who are well are likely to be better able to resist disease and to fight disease when it strikes. And by focusing attention on healthy ways of living, the concept of wellness can have a beneficial impact on the ways in which people face the challenges of daily life.

62. Today medical care is placing more stress on _____.

- A) keeping people in a healthy physical condition
- B) monitoring patients' body functions
- C) removing people's bad living habits
- D) ensuring people's psychological well-being

63. In the first paragraph, people are reminded that _____.

- A) good health is more than not being ill
- B) drinking, even if not to excess, could be harmful
- C) regular health checks are essential to keeping fit
- D) prevention is more difficult than cure

64. Traditionally, a person is considered "well" if he _____.

- A) does not have any unhealthy living habits
- B) does not have any physical handicaps
- C) is able to handle his daily routines
- D) is free from any kind of disease

65. According to the author, the true meaning of "wellness" is for people _____.

- A) to best satisfy their body's special needs
- B) to strive to maintain the best possible health
- C) to meet the strictest standards of bodily health
- D) to keep a proper balance between work and leisure

66. According to what the author advocates, which of the following groups of people would be considered healthy?

- A) People who have strong muscles as well as slim figures.
- B) People who are not presently experiencing any symptoms of disease.
- C) People who try to be as possible, regardless of their limitations.
- D) People who can recover from illness even without seeking medical care.

2007 □ 6 □

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For question 8-10, complete the sentences with the information given in the passage.

Protect Your Privacy When Job-hunting Online

Identity theft and identity fraud are terms used to refer to all types of crime in which someone wrongfully obtains and uses another person's personal data in some way that involves fraud or deception, typically for economic gain.

The numbers associated with identity theft are beginning to add up fast these days. A recent General Accounting Office report estimates that as many as 750,000 Americans are victims of identity theft every year. And that number may be low, as many people choose not to report the crime even if they know they have been victimized.

Identity theft is "an absolute epidemic," states Robert Ellis Smith, a respected author and advocate of privacy. "It's certainly picked up in the last four or five years. It's worldwide. It affects everybody, and there's very little you can do to prevent it and, worst of all, you can't detect it until it's probably too late."

Unlike your fingerprints, which are unique to you and cannot be given to someone else for their use, your personal data, especially your social security number, your bank account or credit card number, your telephone calling card number, and other valuable identifying data, can be used, if they fall into the wrong hands, to personally profit at your expense. In the United States and Canada, for example, many people have reported that unauthorized persons have taken funds out of their bank or financial accounts, or, in the worst

cases, taken over their identities altogether, running up vast debts and committing crimes while using the victims' names. In many cases, a victim's losses may include not only out-of-pocket financial losses, but substantial additional financial costs associated with trying to restore his reputation in the community and correcting erroneous information for which the criminal is responsible.

According to the FBI, identity theft is the number one fraud committed on the Internet. So how do job seekers protect themselves while continuing to circulate their resumes online? The key to a successful online job search is learning to manage the risks. Here are some tips for staying safe while conducting a job search on the Internet.

1. Check for a privacy policy.

If you are considering posting your resume online, make sure the job search site you are considering has a privacy policy, like CareerBuilder.com. The policy should spell out how your information will be used, stored and whether or not it will be shared. You may want to think twice about posting your resume on a site that automatically shares your information with others. You could be opening yourself up to unwanted calls from solicitors(□□□).

When reviewing the site's privacy policy, you'll be able to delete your resume just as easily as you posted it. You won't necessarily want your resume to remain out there on the Internet once you land a job. Remember, the longer your resume remains posted on a job board, the more exposure, both positive and not-so-positive, it will receive.

2. Take advantage of site features.

Lawful job search sites offer levels of privacy protection. Before posting your resume, carefully consider your job search objective and the level of risk you are willing to assume.

CareerBuilder.com, for example, offers three levels of privacy from which job seekers can choose. The first is standard posting. This option gives job seekers who post their resumes the most visibility to the broadest employer audience possible.

The second is anonymous(□□□) posting. This allows job seekers the same visibility as those in the standard posting category without any of their contact information being displayed. Job seekers who wish to remain anonymous but want to share some other information may choose which pieces of contact information to display.

The third is private posting. This option allows a job seeker to post a resume without having it searched by employers. Private posting allows job seekers to quickly and easily apply for jobs that appear on CareerBuilder.com without retyping their information.

3. Safeguard your identity.

Career experts say that one of the ways job seekers can stay safe while using the Internet to search out jobs is to conceal their identities. Replace your name on your resume with a generic(□□□) identifier, such as "Intranet

Developer Candidate," or "Experienced Marketing Representative."

You should also consider eliminating the name and location of your current employer. Depending on your title, it may not be all that difficult to determine who you are once the name of your company is provided. Use a general description of the company such as "Major auto manufacturer," or "International packaged goods supplier."

If your job title is unique, consider using the generic equivalent instead of the exact title assigned by your employer.

4. Establish and email address for your search.

Another way to protect your privacy while seeking employment online is to open up an email account specifically for your online job search. This will safeguard your existing email box in the event someone you don't know gets hold of your email address and shares it with others.

Using an email address specifically for your job search also eliminates the possibility that you will receive unwelcome emails in your primary mailbox. When naming your new email address, be sure that it doesn't contain references to your name or other information that will give away your identity. The best solution is an email address that is relevant to the job you are seeking such as salesmgr2004@provider.com.

5. Protect your reference.

If your resume contains a section with the names and contact information of your references, take it out. There's no sense in safeguarding your information while sharing private contact information of your references.

6. Keep confidential() information confidential.

Do not, under any circumstances, share your social security, driver's license, and bank account numbers or other personal information, such as race or eye color. Honest employers do not need this information with an initial application. Don't provide this even if they say they need it in order to conduct a background check. This is one of the oldest tricks in the book - don't fall for it.

1. Robert Ellis Smith believes identity theft is difficult to detect and one can hardly do anything to prevent it.
2. In many cases, identity theft not only causes the victims' immediate financial losses but costs them a lot to restore their reputation.
3. Identity theft is a minor offence and its harm has been somewhat overestimated.
4. It is important that your resume not stay online longer than is necessary.
5. Of the three options offered by CareerBuilder.com in Suggestion 2, the third one is apparently most strongly recommended.
6. Employers require applicants to submit very personal information on background checks.
7. Applicants are advised to use generic names for themselves and their current employers when seeking employment online.
8. Using a special email address in the job search can help prevent you from

receiving _____.

9. To protect your references, you should not post online their _____.

10. According to the passage, identity theft is committed typically for _____.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

I've been writing for most of my life. The book *Writing Without Teachers* introduced me to one distinction and one practice that has helped my writing processes tremendously. The distinction is between the creative mind and the critical mind. While you need to employ both to get to a finished result, they cannot work in parallel no matter how much we might like to think so.

Trying to criticize writing on the fly is possibly the single greatest barrier to writing that most of us encounter. If you are listening to that 5th grade English teacher correct your grammar while you are trying to capture a fleeting(一闪而过) thought, the thought will die. If you capture the fleeting thought and simply share it with the world in raw form, no one is likely to understand. You must learn to create first and then criticize if you want to make writing the tool for thinking that it is.

The practice that can help you past your learned bad habits of trying to edit as you write is what Elbow calls "free writing." In free writing, the objective is to get words down on paper non-stop, usually for 15-20 minutes. No stopping, no going back, no criticizing. The goal is to get the words flowing. As the words begin to flow, the ideas will come from the shadows and let themselves be captured on your notepad or your screen.

Now you have raw materials that you can begin to work with using the critical mind that you've persuaded to sit on the side and watch quietly. Most likely, you will believe that this will take more time than you actually have and you will end up staring blankly at the pages as the deadline draws near.

Instead of staring at a blank start filling it with words no matter how bad. Halfway through your available time, stop and rework your raw writing into

something closer to finished product. Move back and forth until you run out of time and the final result will most likely be far better than your current practices.

57. When the author says the creative mind and the critical mind "cannot work in parallel" (Line 4, Para. 1) in the writing process, he means _____.

- A) no one can be both creative and critical
- B) they cannot be regarded as equally important
- C) they are in constant conflict with each other
- D) one cannot use them at the same time

58. What prevents people from writing on is _____.

- A) putting their ideas in raw form
- B) attempting to edit as they write
- C) ignoring grammatical soundness
- D) trying to capture fleeting thoughts

59. What is the chief objective of the first stage of writing?

- A) To organize one's thoughts logically.
- B) To choose an appropriate topic.
- C) To get one's ideas down.
- D) To collect raw materials.

60. One common concern of writers about "free writing" is that _____.

- A) it overstresses the role of the creative mind
- B) it takes too much time to edit afterwards
- C) it may bring about too much criticism
- D) it does not help them to think clearly

61. In what way does the critical mind help the writer in the writing process?

- A) It refines his writing into better shape.
- B) It helps him to come up with new ideas.
- C) It saves the writing time available to him.
- D) It allows him to sit on the side and observe.

Passage Two

Questions 62 to 66 are based on the following passage.

I don't ever want to talk about being a woman scientist again. There was a time in my life when people asked constantly for stories about what it's like to work in a field dominated by men. I was never very good at telling those stories because truthfully I never found them interesting. What I do find interesting is the origin of the universe, the shape of space-time and the nature of black holes.

At 19, when I began studying astrophysics, it did not bother me in the least to be the only woman in the classroom. But while earning my Ph.D. at MIT and then as a post-doctor doing space research, the issue started to bother me. My every achievement - jobs, research papers, awards - was viewed through the lens of gender(性别) politics. So were my failures. Sometimes, when I was pushed into an argument on left brain versus(左右脑)

right brain, or nature versus nurture(□□), I would instantly fight fiercely on my behalf and all womankind.

Then one day a few years ago, out of my mouth came a sentence that would eventually become my reply to any and all provocations: I don't talk about that anymore. It took me 10 years to get back the confidence I had at 19 and to realize that I didn't want to deal with gender issues. Why should curing sexism be yet another terrible burden on every female scientist? After all, I don't study sociology or political theory.

Today I research and teach at Barnard, a women's college in New York City. Recently, someone asked me how many of the 45 students in my class were women. You cannot imagine my satisfaction at being able to answer, 45. I know some of my students worry how they will manage their scientific research and a desire for children. And I don't dismiss those concerns. Still, I don't tell them "war" stories. Instead, I have given them this: the visual of their physics professor heavily pregnant doing physics experiments. And in turn they have given me the image of 45 women driven by a love of science. And that's a sight worth talking about.

62. Why doesn't the author want to talk about being a woman scientist again?

- A) She feels unhappy working in male-dominated fields.
- B) She is fed up with the issue of gender discrimination.
- C) She is not good at telling stories of the kind.
- D) She finds space research more important.

63. From Paragraph 2, we can infer that people would attribute the author's failures to _____.

- A) the very fact that she is a woman
- B) her involvement in gender politics
- C) her over-confidence as a female astrophysicist
- D) the burden she bears in a male-dominated society

64. What did the author constantly fight against while doing her Ph.D. and post-doctoral research?

- A) Lack of confidence in succeeding in space science.
- B) Unfair accusations from both inside and outside her circle.
- C) People's stereotyped attitude toward female scientists.
- D) Widespread misconceptions about nature and nurture.

65. Why does the author feel great satisfaction when talking about her class?

- A) Female students no longer have to bother about gender issues.
- B) Her students' performance has brought back her confidence.
- C) Her female students can do just as well as male students.
- D) More female students are pursuing science than before.

66. What does the image the author presents to her students suggest?

- A) Women students needn't have the concerns of her generation.
- B) Women have more barriers on their way to academic success.
- C) Women can balance a career in science and having a family.
- D) Women now have fewer problems pursuing a science career.

2007 □ 12 □

**Part II Reading comprehension (Skimming
and scanning) (15 minutes)**

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Universities Branch Out

As never before in their long story, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantages. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.

In response to the same forces that have driven the world economy, universities have become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and collaborative(□□□) research programs to advance science for the benefit of all humanity.

Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.0 percent, from 8000,000 in 1975 to 2.5 million in 1994. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is

growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U.K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty hired faculty members at the top research universities received their graduate education abroad.

Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in summer internships(实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity and providing the financial resources to make it possible.

Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in 4,300-square-meter laboratory seminars with scientists from both campuses. The arrangement benefits both countries.

Xu's Yale lab is more productive, thanks to the lower costs of conducting from a word-class scientist and his U.S. team.

As a result of its strength in science, the United States has consistently led of the world in the world in the commercialization of major new technologies, from the mainframe computer and integrated circuit of the 1960s to the internet infrastructure(网络) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of his model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop around the university.

For all its success, the United States remains deeply hesitant about sustaining the research university model. Most politician recognize the link between investment in science and national Economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflations since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth,

which is on the order of inflation plus 3 percent per year.

American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U.S. Universities, and a corresponding surge in enrollments in Australia, Singapore and the U.K. Objections from Americans university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.

Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students and like immigrants throughout history-strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most cherished() values when they return home. Or at least they understand them better. In America as elsewhere, few Instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

1. From the first paragraph we know that present-day universities have become _____.

- A. more and more research-oriented
- B. in-service training organizations
- C. more popularized than ever before
- D. a powerful force for global integration

2. Over the past three decades, the enrollment of overseas students has increased _____.

- A. by 2.5 million
- B. by 800,000
- C. at an annual rate of 3.9 percent
- D. at an annual rate of 8 percent

3. In the United States, how many of the newly hired professors in science and engineering are foreign-born?

- A. 10%
- B. 20%
- C. 30%
- D. 38%

4. How do Yale and Harvard prepare their undergraduates for global careers?

- A. They organize a series of seminars on world economy
- B. They offer them various courses in international politics
- C. They arrange for them to participate in the Erasmus program
- D. They give them chances for international study or internship

5. An example illustrating the general trend of universities' globalization is _____.

- A. Yale's collaboration with Fudan University on genetic research
- B. Yale's helping Chinese universities to launch research projects
- C. Yale's student exchange program with European institutions
- D. Yale's establishing branch campuses throughout the world

6. What do we learn about Silicon Valley from the passage?
 - A. It houses many companies spun off from MIT and Harvard
 - B. It is known to be the birthplace of Microsoft Company
 - C. It was intentionally created by Stanford University
 - D. It is where the Internet infrastructure was built up
7. What is said about the U.S. federal funding for research?
 - A. It has increased by 3 percent
 - B. It has been unsteady for years
 - C. It has been more than sufficient
 - D. It doubled between 1998 and 2003
8. The dramatic decline in the enrollment of foreign students in the U.S after September 11 was caused by _____.
9. Many Americans fear that American competitiveness may be threatened by foreign students who will _____.
10. The policy of welcoming foreign students can benefit the U.S. in that the very best of them will stay and _____.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

By almost any measure, there is a boom in Internet-based instruction. In just a few years, 34 percent of American universities have begun offering some form of distance learning (DL), and among the larger schools, it's closer to 90 percent. If you doubt the popularity of the trend, you probably haven't. It enrolls 90,000 students, a statistic used to support its claim to be the largest private university in the country.

While the kinds of instruction offered in these programs will differ, DL usually signifies a course in which the instructors post syllabi(□□□□), reading assignments, and schedules on Websites, and students send in their assignments by e-mail. Generally speaking, face-to-face communication with an instructor is minimized or eliminated altogether.

The attraction for students might at first seem obvious. Primarily, there's the convenience promised by courses on the Net: you can do the work, as they say, in your pajamas(□□). But figures indicate that the reduced effort

results in a reduced commitment to the course. While dropout rates for all freshmen at American universities is around 20 percent, the rate for online students is 35 percent. Students themselves seem to understand the weaknesses inherent in the setup. In a survey conducted for eCornell, the DL division of Cornell University, less than a third of the respondents expected the quality of the online course to be as good as the classroom course.

Clearly from the schools' perspective, there's a lot of money to be saved. Although some of the more ambitious programs require new investments in servers and networks to support collaborative software, most DL courses can run on existing or minimally upgraded(□□) systems. The more students who enroll in a course but don't come to campus, the more the school saves on keeping the lights on in the classrooms, paying doorkeepers, and maintaining parking lots. And there's evidence that instructors must work harder to run a DL course for a variety of reasons, won't be paid any more, and might well be paid less.

57. What is the most striking feature of the University of Phoenix?

A) All its courses are offered online. B) Its online courses are of the best quality.

C) It boasts the largest number of students on campus.

D) Anyone taking its online courses is sure to get a degree.

58. According to the passage, distance learning is basically characterized by _____.

A) A considerable flexibility in its academic requirements

B) The great diversity of students' academic backgrounds

C) A minimum or total absence of face-to-face instruction

D) The casual relationship between students and professors

59. Many students take Internet-based courses mainly because they can _____.

A) Earn their academic degrees with much less effort

B) Save a great deal on traveling and boarding expenses

C) Select courses from various colleges and universities

D) Work on the required courses whenever and wherever

60. What accounts for the high drop-out rates for online students?

A) There is no strict control over the academic standards of the courses.

B) The evaluation system used by online universities is inherently weak.

C) There is no mechanism to ensure that they make the required effort.

D) Lack of classroom interaction reduces the effectiveness of instruction.

61. According to the passage, universities show great enthusiasm for DL programs for the purpose of _____.

A) building up their reputation B) cutting down on their expenses

C) upgrading their teaching facilities D) providing convenience for students

Passage Two

Questions 62 to 66 are based on the following passage.

In this age of Internet chat, videogames and reality television, there is no shortage of mindless activities to keep a child occupied. Yet, despite the competition, my 8-year-old daughter Rebecca wants to spend her leisure time writing short stories. She wants to enter one of her stories into a writing contest, a competition she won last year.

As a writer I know about winning contests, and about losing them. I know what it is like to work hard on a story only to receive a rejection slip from the publisher. I also know the pressures of trying to live up to a reputation created by previous victories. What if she doesn't win the contest again? That's the strange thing about being a parent. So many of our own past scars and dashed hopes can surface.

A revelation came last week when I asked her, "Don't you want to win again?" "No," she replied, "I just want to tell the story of an angel going to first grade."

I had just spent weeks correcting her stories as she spontaneously told them. Telling myself that I was merely an experienced writer guiding the young writer across the hall, I offered suggestions for characters, conflicts and endings for her tales. The story about a fearful angel starting first grade was quickly "guided" by me into the tale of a little girl with a wild imagination taking her first music lesson. I had turned her contest into my contest without even realizing it.

Stepping back and giving kids space to grow is not as easy as it looks. Because I know very little about farm animals who use tools or angels who go to first grade, I had to accept the fact that I was co-opting my daughter's experience.

While stepping back was difficult for me, it was certainly a good first step that I will quickly follow with more steps, putting myself far enough away to give her room but close enough to help if asked. All the while I will be reminding myself that children need room to experiment, grow and find their own voices.

62. What do we learn from the first paragraph?

- A) Children do find lots of fun in many mindless activities.
- B) Rebecca is much too occupied to enjoy her leisure time.
- C) Rebecca draws on a lot of online materials for her writing.
- D) A lot of distractions compete for children's time nowadays.

63. What did the author say about her own writing experience?

- A) She did not quite live up to her reputation as a writer.
- B) Her way to success was full of pains and frustrations.
- C) She was constantly under pressure of writing more.

D) Most of her stories had been rejected by publishers.

64. Why did Rebecca want to enter this year's writing contest?

A) She believed she possessed real talent for writing.

B) She was sure of winning with her mother's help.

C) She wanted to share her stories with readers.

D) She had won a prize in the previous contest.

65. The author took great pains to refine her daughter's stories because _____.

A) she wanted to help Rebecca realize her dreams of becoming a writer

B) she was afraid Rebecca's imagination might run wild while writing

C) she did not want to disappoint Rebecca who needed her help so much

D) she believed she had the knowledge and experience to offer guidance

66. What's the author's advice for parents?

A) A writing career, though attractive, is not for every child to pursue.

B) Children should be allowed freedom to grow through experience.

C) Parents should keep an eye on the activities their opinions.

D) Children should be given every chance to voice their opinions.

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Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Media Selection for Advertisements

After determining the target audience for a product or service, advertising agencies must select the appropriate media for the advertisement. We discuss here the major types of media used in advertising. We focus our attention on seven types of advertising: television, newspapers, radio, magazines, out-of-home. Internet, and direct mail.

Television

Television is an attractive medium for advertising because it delivers mass audiences to advertisers. When you consider that nearly three out of four Americans have seen the game show *Who Wants to Be a Millionaire?* you can understand the power of television to communicate with a large audience. When advertisers create a brand, for example, they want to impress consumers with the brand and its image. Television provides an ideal vehicle for this type of communication. But television is an expensive medium, and not all advertisers can afford to use it.

Television's influence on advertising is fourfold. First, narrowcasting means that television channels are seen by an increasingly narrow segment of the audience. The Golf Channel, for instance is watched by people who play golf. Home and Garden Television is seen by those interested in household improvement projects. Thus, audiences are smaller and more homogeneous(□□□□□□) than they have been in the past. Second, there is an increase in the number of television channels available to viewers, and thus, advertisers. This has also resulted in an increase in the sheer number of advertisements to which audiences are exposed. Third, digital recording devices allow audience members more control over which commercials they watch. Fourth, control

over programming is being passed from the networks to local cable operators and satellite programmers.

Newspaper?

After television, the medium attracting the next largest annual ad revenue is newspapers. The New York Times, which reaches a national audience, accounts for \$1 billion in ad revenue annually, it increased its national circulation() by 40% and is now available for home delivery in cities. Locally, newspapers are the largest advertising medium.

Newspapers are a less expensive advertising medium than television and provide a way for advertisers to communicate a longer, more detailed message to their audience than they can through 48 hours, meaning newspapers are also a quick way of getting the message out. Newspapers are often the most important form of news for a local community, and they develop a high degree of loyalty from local reader.

Radio

Advertising on radio continues to grow. Radio is often used in conjunction with outdoor bill-boards() and the Internet to reach even more customers than television. Advertisers are likely to use radio because it is a less expensive medium than television, which means advertisers can afford to repeat their ads often. Internet companies are also turning to radio advertising. Radio provides a way for advertisers to communicate with audience members at all times of the day. Consumers listen to radio on their way to school or work, at work, on the way home, and in the evening hours.

Two major changes - satellite and Internet radio - will force radio advertisers to adapt their methods. Both of these radio forms allow listeners to tune in stations that are more distant than the local stations they could receive in the past. As a result, radio will increasingly attract target audiences who live many miles apart.

Magazines

Newsweeklies, women's titles, and business magazines have all seen increases in advertising because they attract the high-end market, magazines are popular with advertisers because of the narrow market that they deliver. A broadcast medium such as network television attracts all types of audience members, but magazine audiences are more homogeneous, if you read sports illustrated, for example, you have much in common with the magazine's other readers. Advertisers see magazines as an efficient way of reaching target audience members.

Advertiser using the print media - magazines and newspapers - will need to adapt to two main changes. First, the internet will bring larger audiences to local newspapers, these second. Advertisers will have to understand how to use an increasing number of magazines for their target audiences. Although some magazines will maintain national audiences, a large number of magazines will entertain narrower audiences.

Out-of-home advertising

Out-of-home advertising. Also called place-based advertising, has become an increasingly effective way of reaching consumers, who are more active than ever before. Many consumers today do not sit at home and watch television. Using billboards, newsstands, and bus shelters for advertising is an effective way of reaching these on-the-go consumers. More consumers travel longer distances to and from work, which also makes out-of-home advertising effective, technology has changed the nature of the billboard business, making it a more effective medium than in the past.

Using digital printing, billboard companies can print a billboard in 2 hours, compared with 6 days previously. This allows advertisers more variety in the types of messages they create because they can change their messages more quickly.

Internet

As consumers become more comfortable with online shopping, advertisers will seek to reach this market. As consumers get more of their news and information from the Internet, the ability of television and radio to get the word out to consumers will decrease. The challenge to Internet advertisers is to create ads that audience members remember.

Internet advertising will play a more prominent role in organizations' advertising in the near future. Internet audiences tend to be quite homogeneous, but small. Advertisers will have to adjust their methods to reach these audiences and will have to adapt their persuasive strategies to the online medium as well.

Direct mail

A final advertising medium is direct mail, which uses mailings to consumers to communicate a client's message. Direct mail includes newsletters, postcards and special promotions. Direct mail is an effective way to build relationships with consumers. For many businesses, direct mail is the most effective form of advertising.

1. Television is an attractive advertising medium in that _____.
A) it has large audiences B) it appeals to housewives
C) it helps build up a company's reputation
D) it is affordable to most advertiser
2. With the increase in the number of TV channels _____.
A) the cost of TV advertising has decreased
B) the number of TV viewers has increased
C) advertisers' interest in other media has decreased
D) the number of TV ads people can see has increased
3. Compared with television, newspapers as an advertising medium _____.
A) earn a larger annual ad revenue B) convey more detailed messages
C) use more production techniques D) get messages out more effectively
4. Advertising on radio continues to grow because _____.
A) more local radio stations have been set up

- B) modern technology makes it more entertaining
 - C) it provides easy access to consumers
 - D) it has been revolutionized by Internet radio
5. Magazines are seen by advertisers as an efficient way to_____.
- A) reach target audiences B) modern technology makes it more entertaining
 - C) appeal to educated people D) convey all kinds of messages
6. Out-of-home advertising has become more effective because _____.
- A) billboards can be replaced within two hours
 - B) consumers travel more now ever before
 - C) such ads have been made much more attractive
 - D) the pace of urban life is much faster nowadays
7. The challenge to Internet advertisers is to create ads that are _____.
- A) quick to update B) pleasant to look at C) easy to remember D) convenient to access
8. Internet advertisers will have to adjust their methods to reach audiences that tend to be _____.
9. Direct mail is an effective form of advertising for businesses to develop _____.
10. This passage discusses how advertisers select _____ for advertisements.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

Global warming may or may not be the great environmental crisis of the 21st century, but regardless of whether it is or isn't - we won't do much about it. We will argue over it and may even, as a nation, make some fairly solemn-sounding commitments to avoid it. But the more dramatic and meaningful these commitments seem, the less likely they are to be observed.

Al Gore calls global warming an "inconvenient truth," as if merely recognizing it could put us on a path to a solution. But the real truth is that we don't know enough to relieve global warming, and - without major

technological breakthroughs - we can't do much about it.

From 2003 to 2050, the world's population is projected to grow from 6.4 billion to 9.1 billion, a 42% increase. If energy use per person and technology remain the same, total energy use and greenhouse gas emissions (mainly, CO₂) will be 42% higher in 2050. But that's too low, because societies that grow richer use more energy. We need economic growth unless we condemn the world's poor to their present

Poverty and freeze everyone else's living standards. With modest growth, energy use and greenhouse emissions more than double by 2050.

No government will adopt rigid restrictions on economic growth and personal freedom (limits on electricity usage, driving and travel) that might cut back global warming. Still, politicians want to show they're "doing something" Consider the Kyoto Protocol(). It allowed countries that joined to punish those that didn't. But it hasn't reduced CO₂ emissions (up about 25% since 1990), and many signatories() didn't adopt tough enough policies to hit their 2008-2012 targets.

The practical conclusion is that if global warming is a potential disaster, the only solution is new technology. Only an aggressive research and development program might find ways of breaking our dependence on fossil fuels or dealing with it.

The trouble with the global warming debate is that it has become a moral problem when it's really an engineering one. The inconvenient truth is that if we don't solve the engineering problem, we're helpless.

57. What is said about global warming in the first paragraph?

- A) It may not prove an environmental crisis at all.
- B) It is an issue requiring worldwide commitments.
- C) Serious steps have been taken to avoid or stop it.
- D) Very little will be done to bring it under control.

58. According to the author's understanding, what is Al Gore's view on global warming?

- A) It is a reality both people and politicians are unaware of.
- B) It is a phenomenon that causes us many inconveniences.
- C) It is a problem that can be solved once it is recognized.
- D) It is an area we actually have little knowledge about.

59. Greenhouse emissions will more than double by 2050 because of _____.

- A) economic growth
- B) wasteful use of energy
- C) the widening gap between the rich and poor
- D) the rapid advances of science and technology

60. The author believes that, since the signing of the Kyoto Protocol, _____.

- A) politicians have started to do something to better the situation
- B) few nations have adopted real tough measures to limit energy use
- C) reductions in energy consumption have greatly cut back global warming
- D) international cooperation has contributed to solving environmental problems

61. What is the message the author intends to convey?
- A) Global warming is more of a moral issue than a practical one.
 - B) The ultimate solution to global warming lies in new technology.
 - C) The debate over global warming will lead to technological breakthroughs.
 - D) People have to give up certain material comforts to stop global warming.

Passage Two

Questions 62 to 66 are based on the following passage.

Someday a stranger will read your e-mail without your permission or scan the website you've visited, or perhaps someone will casually glance through your credit card purchases or cell phone bills to find out your shopping preferences or calling habits.

In fact, it's likely some of these things have already happened to you. Who would watch you without your permission? It might be a spouse, a girlfriend, a marketing company, a boss, a cop or a criminal. Whoever it is, they will see you in a way you never intended to be seen - the 21st century equivalent of being caught naked.

Psychologists tell us boundaries are healthy, that it's important to reveal yourself to friends, family and lovers in stages, at appropriate times. But few boundaries remain. The digital bread crumbs(□□) you leave everywhere make it easy for strangers to reconstruct who you are, where you are and what you like. In some cases, a simple Google search can reveal what you think. Like it or not, increasingly we live in a world where you simply cannot keep a secret.

The key question is: Does that matter?

For many Americans, the answer apparently is "no."

When opinion polls ask Americans about privacy, most say they are concerned about losing it. A survey found an overwhelming pessimism about privacy, with 60 percent of respondents saying they feel their privacy is "slipping away, and that bothers me."

But people say one thing and do another. Only a tiny fraction of Americans change any behaviors in an effort to preserve their privacy. Few people turn down a discount at tollbooths(□□□) to avoid using the EZ-Pass system that can track automobile movements. And few turn down supermarket loyalty cards. Privacy economist Alessandro Acquisti has run a series of tests that reveal people will surrender personal information like Social Security numbers just to get their hands on a pitiful 50-cents-off coupon(□□□).

But privacy does matter - at least sometimes. It's like health: When you have it, you don't notice it. Only when it's gone do you wish you'd done more to protect it.

62. What does the author mean by saying "the 21st century equivalent of

being caught naked" (Lines 3-4, Para.2)?

- A) People's personal information is easily accessed without their knowledge.
- B) In the 21st century people try every means to look into others' secrets.
- C) People tend to be more frank with each other in the information age.
- D) Criminals are easily caught on the spot with advanced technology.

63. What would psychologists advise on the relationships between friends?

- A) Friends should open their hearts to each other.
- B) Friends should always be faithful to each other.
- C) There should be a distance even between friends.
- D) There should be fewer disputes between friends.

64. Why does the author say "we live in a world where you simply cannot keep a secret" (Line 5, para.3)?

- A) Modern society has finally evolved into an open society.
- B) People leave traces around when using modern technology.
- C) There are always people who are curious about others' affairs.
- D) Many search engines profit by revealing people's identities.

65. What do most Americans do with regard to privacy protection?

- A) They change behaviors that might disclose their identity.
- B) They use various loyalty cards for business transactions.
- C) They rely most and more on electronic devices.
- D) They talk a lot but hardly do anything about it.

66. According to the passage, privacy is like health in that _____.

- A) people will make every effort to keep it
- B) its importance is rarely understood
- C) is something that can easily be lost
- D) people don't cherish it until they lose it

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Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

That's enough, kids

It was a lovely day at the park and Stella Bianchi was enjoying the sunshine with her two children when a young boy, aged about four, approached her two-year-old son and pushed him to the ground.

"I'd watched him for a little while and my son was the fourth or fifth child he'd shoved," she says. "I went over to them, picked up my son, turned to the boy and said, firmly, 'No, we don't push.'" What happened next was unexpected.

"The boy's mother ran toward me from across the park," Stella says, "I thought she was coming over to apologize, but instead she started shouting at me for disciplining her child. All I did was let him know his behavior was unacceptable. Was I supposed to sit back while her kid did whatever he wanted, hurting other children in the process?"

Getting your own children to play nice is difficult enough. Dealing with other people's children has become a minefield.

In my house, jumping on the sofa is not allowed. In my sister's house it's encouraged. For her, it's about kids being kids: "If you can't do it at three, when can you do it?"

Each of these philosophies is valid and, it has to be said, my son loves visiting his aunt's house. But I find myself saying "no" a lot when her kids are over at mine. That's OK between sisters but becomes dangerous territory when you're talking to the children of friends or acquaintances.

"Kids aren't all raised the same," agrees Professor Naomi White of Monash University. "But there is still an idea that they're the property of the parent. We see our children as an extension of ourselves, so if you're saying that my

child is behaving inappropriately, then that's somehow a criticism of me."

In those circumstances, it's difficult to know whether to approach the child directly or the parent first. There are two schools of thought.

"I'd go to the child first," says Andrew Fuller, author of *Tricky Kids*. Usually a quiet reminder that 'we don't do that here' is enough. Kids have finely tuned antennae(□□) for how to behave in different settings."

He points out bringing it up with the parent first may make them feel neglectful, which could cause problems. Of course, approaching the child first can bring its own headaches, too.

This is why White recommends that you approach the parents first. Raise your concerns with the parents if they're there and ask them to deal with it," she says.

Asked how to approach a parent in this situation, psychologist Meredith Fuller answers: "Explain your needs as well as stressing the importance of the friendship. Preface your remarks with something like: 'I know you'll think I'm silly but in my house I don't want...'"

When it comes to situations where you're caring for another child, white is straightforward: "common sense must prevail. If things don't go well, then have a chat."

There're a couple of new grey areas. Physical punishment, once accepted from any adult, is no longer appropriate. "A new set of considerations has come to the fore as part of the debate about how we handle children."

For Andrew Fuller, the child-centric nature of our society has affected everyone:" The rules are different now from when today's parents were growing up," he says, "Adults are scared of saying: 'don't swear', or asking a child to stand up on a bus. They're worried that there will be conflict if they point these things out - either from older children, or their parents."

He sees it as a loss of the sense of common public good and public courtesy(□□), and says that adults suffer form it as much as child.

Meredith Fuller agrees: "A code of conduct is hard to create when you're living in a world in which everyone is exhausted from overwork and lack of sleep, and a world in which nice people are perceived to finish last."

"It's about what I'm doing and what I need," Andrew Fuller says. "The days when a kid came home from school and said, "I got into trouble". And dad said, 'you probably deserved it', are over. Now the parents are charging up to the school to have a go at teachers."

This jumping to our children's defense is part of what fuels the "walking on eggshells" feeling that surrounds our dealings with other people's children. You know that if you remonstrate(□□) with the child, you're going to have to deal with the parent. It's admirable to be protective of our kids, but is it good?

"Children have to learn to negotiate the world on their own, within reasonable boundaries," White says. "I suspect that it's only certain sectors of the population doing the running to the school -better -educated parents are probably more likely to be too involved."

White believes our notions of a more child-centred, it's a way of talking about treating our children like commodities(□□). We're centred on them but in ways that reflect positively on us. We treat them as objects whose appearance and achievements are something we can be proud of, rather than serve the best interests of the children."

One way over-worked, under-resourced parents show commitment to their children is to leap to their defence. Back at the park, Bianchi's intervention(□□) on her son's behalf ended in an undignified exchange of insulting words with the other boy's mother.

As Bianchi approached the park bench where she'd been sitting, other mums came up to her and congratulated her on taking a stand. "Apparently the boy had a longstanding reputation for bad behaviour and his mum for even worse behaviour if he was challenged."

Andrew Fuller doesn't believe that we should be afraid of dealing with other people's kids. "Look at kids that aren't your own as a potential minefield," he says. He recommends that we don't stay silent over inappropriate behaviour, particularly with regular visitors.

1. What did Stella Bianchi expect the young boy's mother to do when she talked to him?

- A) Make an apology. B) Come over to intervene.
- C) Discipline her own boy. D) Take her own boy away.

2. What does the author say about dealing with other people's children?

- A) It's important not to hurt them in any way
- B) It's no use trying to stop their wrongdoing
- C) It's advisable to treat them as one's own kids
- D) It's possible for one to get into lots of trouble

3. According to Professor Naomi White of Monash University, when one's kids are criticized, their parents will probably feel _____.

- A) discouraged B) hurt C) puzzled D) overwhelmed

4. What should one do when seeing other people's kids misbehave according to Andrew fuller?

- A) Talk to them directly in a mild way. B) Complain to their parents politely.
- C) Simply leave them alone. D) Punish them lightly.

5. Due to the child-centric nature of our society, _____.

- A) parents are worried when their kids swear at them
- B) people think it improper to criticize kids in public
- C) people are reluctant to point out kids' wrongdoings
- D) many conflicts arise between parents and their kids

6. In a world where everyone is exhausted from over work and lack of sleep?

- A) It's easy for people to become impatient. B) It's difficult to create a code of conduct.
- C) It's important to be friendly to everybody. D) It's hard for people to admire each other.

7. How did people use to respond when their kids got into trouble at school?

- A) They'd question the teachers. B) They'd charge up to the school.
C) They'd tell the kids to calm down. D) They'd put the blame on their kids.
8. Professor White believes that the notions of a more child-centred society should be _____.
9. According to professor white, today's parents treat their children as something they _____.
10. Andrew Fuller suggests that, when kids behave inappropriately, people should not _____.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

If you are a male and you are reading this, congratulations: you are a survivor. According to statistics, you are more than twice as likely to die of skin cancer than a woman, and nine times more likely to die of AIDS. Assuming you make it to the end of your natural term, about 78 years for men in Australia, you will die on average five years before a woman.

There are many reasons for this - typically, men take more risks than woman and are more likely to drink and smoke but perhaps more importantly, men don't go to the doctor.

"Men aren't seeing doctors as often as they should," says Dr. Gullotta, "This is particularly so for the over-40s, when diseases tend to strike."

Gullotta says a healthy man should visit the doctor every year or two. For those over 45, it should be at least once a year.

Two months ago Gullotta saw a 50-year-old mother who had delayed doing anything about his smoker's cough for a year.

"When I finally saw him it had already spread and he has since died from lung cancer" he says, "Earlier detection and treatment may not have cured him, but it would have prolonged this life".

According to a recent survey, 95% of women aged between 15 and early 40s see a doctor once a year, compared to 70% of men in the same age group.

"A lot of men think they are invincible(□□□□)" Gullotta says. "They only come in when a friend drops dead on the golf course and they think" Geez, if it could happen to him.

Then there is the ostrich approach, "some men are scared of what might be there and would rather not know," says Dr. Ross Cartmill.

"Most men get their cars serviced more regularly than they service their bodies," Cartmill says. He believes most diseases that commonly affect men could be addressed by preventive check-ups.

Regular check-ups for men would inevitably place strain on the public purse, Cartmill says. "But prevention is cheaper in the long run than having to treat the diseases. Besides, the ultimate cost is far greater: it is called premature death."

57. Why does the author congratulate his male readers at the beginning of the passage?

- A. They are more likely to survive serious diseases today.
- B. Their average life span has been considerably extended.
- C. They have lived long enough to read this article.
- D. They are sure to enjoy a longer and happier live.

58. What does the author state is the most important reason men die five years earlier on average than women?

- A. Men drink and smoke much more than women.
- B. Men don't seek medical care as often as women.
- C. Men aren't as cautious as women in face of danger.
- D. Men are more likely to suffer from fatal diseases.

59. Which of the following best completes the sentence "Geez, if it could happen to him,..." (line 2, para. 8)?

- A. It could happen to me, too.
- B. I should avoid playing golf.
- C. I should consider myself lucky.
- D. It would be a big misfortune.

60. What does Dr. Ross Cartmill mean by "the ostrich approach" (line 2 para.9)?

- A. A casual attitude towards one's health conditions.
- B. A new therapy for certain psychological problems.
- C. Refusal to get medical treatment for fear of the pain involved.
- D. Unwillingness to find out about one's disease because of fear.

61. What does Cartmill say about regular check-ups for men?

- A. They may increase public expenses.
- B. They will save money in the long run.
- C. They may cause psychological strains on men.
- D. They will enable men to live as long as women.

Passage Two

Questions 62 to 66 are based on the following passage.

High-quality customer service is preached(宣讲) by many, but actually keeping customers happy is easier said than done

Shoppers seldom complain to the manager or owner of a retail store, but instead will alert their friends, relatives, co-workers, strangers - and anyone who will listen.

Store managers are often the last to hear complaints, and often find out only when their regular customers decide frequent their competitors, according to a study jointly conducted by Verde group and Wharton school

"Storytelling hurts retailers and entertains consumers," said Paula Courtney, President of the Verde group." the store loses the customer, but the shopper must also find a replacement."

On average, every unhappy customer will complain to at least four others, and will no longer visit the specific store for every dissatisfied customer, a store will lose up to three more due to negative reviews. The resulting "snowball effect" can be disastrous to retailers.

According to the research, shoppers who purchased clothing encountered the most problems. Ranked second and third were grocery and electronics customers.

The most common complaints include filled parking lots, cluttered(杂乱的) shelves, overloaded racks, out-of-stock items, long check-out lines, and rude salespeople.

During peak shopping hours, some retailers solved the parking problems by getting moonlighting local police to work as parking attendants. Some hired flag wavers to direct customers to empty parking spaces. This guidance eliminated the need for customers to circle the parking lot endlessly, and avoided confrontation between those eyeing the same parking space.

Retailers can relieve the headaches by redesigning store layouts, pre-stocking sales items, hiring speedy and experienced cashiers, and having sales representatives on hand to answer questions.

Most importantly, salespeople should be diplomatic and polite with angry customers.

"Retailers who're responsive and friendly are more likely to smooth over issues than those who aren't so friendly." said Professor Stephen Hoch. "Maybe something as simple as a greeter at the store entrance would help."

Customers can also improve future shopping experiences by filing complaints to the retailer, instead of complaining to the rest of the world. Retailers are hard-pressed to improve when they have no idea what is wrong.

62. Why are store managers often the last to hear complaints?

A. Most customers won't bother to complain even if they have had unhappy

experiences.

B. Customers would rather relate their unhappy experiences to people around them.

C. Few customers believe the service will be improved.

D. Customers have no easy access to store managers.

63. What does Paula Courtney imply by saying "... the shopper must also find a replacement" (Line 2, Para. 4)?

A. New customers are bound to replace old ones.

B. It is not likely the shopper can find the same products in other stores.

C. Most stores provide the same.

D. Not complaining to the manager causes the shopper some trouble too.

64. Shop owners often hire moonlighting police as parking attendants so that shoppers _____.

A. can stay longer browsing in the store

B. won't have trouble parking their cars

C. won't have any worries about security

D. can find their cars easily after shopping

65. What contributes most to smoothing over issues with customers?

A. Manners of the salespeople. B. Hiring of efficient employees.

C. Huge supply of goods for sale. D. Design of the store layout.

66. To achieve better shopping experiences, customers are advised to _____.

A. exert pressure on stores to improve their service

B. settle their disputes with stores in a diplomatic way

C. voice their dissatisfaction to store managers directly

D. shop around and make comparisons between stores

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Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

How Do You See Diversity?

As a manager, Tiffany is responsible for interviewing applicants for some of the positions with her company. During one interview, she noticed that the candidate never made direct eye contact. She was puzzled and somewhat disappointed because she liked the individual otherwise.

He had a perfect resume and gave good responses to her questions, but the fact that he never looked her in the eye said "untrustworthy," so she decided to offer the job to her second choice.

"It wasn't until I attended a diversity workshop that I realized the person we passed over was the perfect person," Tiffany confesses. What she hadn't known at the time of the interview was that the candidate's "different" behavior was simply a cultural misunderstanding. He was an Asian-American raised in a household where respect for those in authority was shown by averting(□□) your eyes.

"I was just thrown off by the lack of eye contact; not realizing it was cultural," Tiffany says. "I missed out, but will not miss that opportunity again."

Many of us have had similar encounters with behaviors we perceive as different. As the world becomes smaller and our workplaces more diverse, it is becoming essential to expand our understanding of others and to reexamine some of our false assumptions.

Hire Advantage

At a time when hiring qualified people is becoming more difficult, employers who can eliminate invalid biases(□□) from the process have a distinct advantage. My company, Mindsets LLC, helps organizations and individuals see their own blind spots. A real estate recruiter we worked with

illustrates the positive difference such training can make.

"During my Mindsets coaching session, I was taught how to recruit a diversified workforce. I recruited people from different cultures and skill sets. The agents were able to utilize their full potential and experiences to build up the company. When the real estate market began to change, it was because we had a diverse agent pool that we were able to stay in the real estate market much longer than others in the same profession."

Blinded by Gender

Dale is an account executive who attended one of my workshops on supervising a diverse workforce. "Through one of the sessions, I discovered my personal bias," he recalls. "I learned I had not been looking at a person as a whole person, and being open to differences." In his case, the blindness was not about culture but rather gender.

"I had a management position open in my department; and the two finalists were a man and a woman. Had I not attended this workshop, I would have automatically assumed the man was the best candidate because the position required quite a bit of extensive travel. My reasoning would have been that even though both candidates were great and could have been successful in the position, I assumed the woman would have wanted to be home with her children and not travel." Dale's assumptions are another example of the well-intentioned but incorrect thinking that limits an organization's ability to tap into the full potential of a diverse workforce.

"I learned from the class that instead of imposing my gender biases into the situation, I needed to present the full range of duties, responsibilities and expectations to all candidates and allow them to make an informed decision." Dale credits the workshop, "because it helped me make decisions based on fairness."

Year of the Know-It-All

Doug is another supervisor who attended one of my workshops. He recalls a major lesson learned from his own employee.

"One of my most embarrassing moments was when I had a Chinese-American employee put in a request to take time off to celebrate Chinese New Year. In my ignorance, I assumed he had his dates wrong, as the first of January had just passed. When I advised him of this, I gave him a long talking-to about turning in requests early with the proper dates.

"He patiently waited, then when I was done, he said he would like Chinese New Year did not begin January first, and that Chinese New Year, which is tied to the lunar cycle, is one of the most celebrated holidays on the Chinese calendar. Needless to say, I felt very embarrassed in assuming he had his dates mixed up. But I learned a great deal about assumptions, and that the timing of holidays varies considerably from culture to culture.

"Attending the diversity workshop helped me realize how much I could learn by simply asking questions and creating dialogues with my employees, rather than making assumptions and trying to be a know-it-all," Doug admits.

"The biggest thing I took away from the workshop is learning how to be more 'inclusive' to differences."

A better Bottom Line

An open mind about diversity not only improves organizations internally, it is profitable as well. These comments from a customer service representative show how an inclusive attitude can improve sales. "Most of my customers speak English as a second language. One of the best things my company has done is to contract with a language service that offers translations over the phone. It wasn't until my boss received Mindsets' training that she was able to understand how important inclusiveness was to customer service. As result, our customer base has increased."

Once we start to see people as individuals. and discard the stereotypes, we can move positively toward inclusiveness for everyone. Diversity is about coming together and taking advantage of our differences and similarities. It is about building better communities and organizations that enhance us as individuals and reinforce our shared humanity.

When we begin to question our assumptions and challenge what we think we have learned from our past, from the media, peers, family, friends, etc, we begin to realize that some of our conclusions are flawed(□□□□) or contrary to our fundamental values. We need to train our-selves to think differently, shift our mindsets and realize that diversity opens doors for all of us, creating opportunities in organizations and communities that benefit everyone.

1. What bothered Tiffany during an interview with her candidate?
A) He just wouldn't look her in the eye.
B) He was slow in answering her questions.
C) His resume didn't provide the necessary information.
D) His answers to some of her questions were irrelevant.
2. Tiffany's misjudgment about the candidate stemmed from _____.
A) Racial stereotypes B) Invalid personal bias
C) Cultural ignorance D) Emphasis on physical appearance
3. What is becoming essential in the course of economic globalization according to the author?
A) Hiring qualified technical and management personnel.
B) Increasing understanding of people of other cultures.
C) Constantly updating knowledge and equipment.
D) Expanding domestic and international markets.
4. What kind of organization is Mindsets LLC?
A) A real estate agency. B) A personnel training company.
C) A cultural exchange organization. D) A hi-tech company.
5. After one of the workshops, account executive Dale realized that _____.
A) He had hired the wrong person B) He could have done more for his company
C) He had not managed his workforce well D) He must get rid of his gender bias

6. What did Dale think of Mindsets LLC's workshop?
A) It was well-intentioned but poorly conducted.
B) It tapped into the executives' full potential.
C) It helped him make fair decisions. D) It met participants' diverse needs.
7. How did Doug, a supervisor, respond to a Chinese-American employee's request for leave?
A) He told him to get the dates right. B) He demanded an explanation.
C) He flatly turned it down. D) He readily approved it.
8. Doug felt _____ when he realized that his assumption was wrong.
9. After attending Mindsets' workshops, the participants came to know the importance of _____ to their business.
10. When we view people as individuals and get rid of stereotypes, we can achieve diversity and benefit from the _____ between us.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

The January fashion show, called FutureFashion, exemplified how far green design has come. Organized by the New York-based nonprofit Earth Pledge, the show inspired many top designers to work with sustainable fabrics for the first time. Several have since made pledges to include organic fabrics in their lines.

The designers who undertake green fashion still face many challenges. Scott Hahn, cofounder with Gregory of Rogan and Loomstate, which uses all-organic cotton, says high-quality sustainable materials can still be tough to find. "Most designers with existing labels are finding there aren't comparable fabrics that can just replace what you're doing and that your customers are used to," he says. For example, organic cotton and non-organic cotton are virtually indistinguishable once woven into a dress. But some popular synthetics, like stretch nylon, still have few eco-friendly equivalents.

Those who do make the switch are finding they have more support. Last year the influential trade show Designers & Agents stopped charging its

participation fee for young green entrepreneurs() who attend its two springtime shows in Los Angeles and New York and gave special recognition to designers whose collections are at least 25% sustainable. It now counts more than 50 green designers, up from fewer than a dozen two years ago. This week Wal-Mart is set to announce a major initiative aimed at helping cotton farmers go organic: it will buy transitional() cotton at higher prices, thus helping to expand the supply of a key sustainable material. "Mainstream is about to occur," says Hahn.

Some analysts() are less sure. Among consumers, only 18%are even aware that ecofashion exists, up from 6% four years ago. Natalie Hormilla, a fashion writer, is an example of the unconverted consumer, when asked if she owned any sustainable clothes, she replied: "Not that I'm aware of." Like most consumers, she finds little time to shop, and when she does, she's on the hunt for "cute stuff that isn't too expensive." By her own admission, green just isn't yet on her mind. But -thanks to the combined efforts of designers, retailers and suppliers - one day it will be.

57. What is said about FutureFashion?

- A) It inspired many leading designers to start going green.
- B) It showed that designers using organic fabrics would go far.
- C) It served as an example of how fashion shows should be organized.
- D) It convinced the public that fashionable clothes should be made durable.

58. According to Scott Hahn, one big challenge to designers who will go organic is that _____.

- A) much more time is needed to finish a dress using sustainable materials
- B) they have to create new brands for clothes made of organic materials
- C) customers have difficulty telling organic from non-organic materials
- D) quality organic replacements for synthetics are not readily available

59. We learn from Paragraph 3 that designers who undertake green fashion _____.

- A) can attend various trade shows free
- B) are readily recognized by the fashion world
- C) can buy organic cotton at favorable prices
- D) are gaining more and more support

60. What is Natalie Hormilla's attitude toward ecofashion?

- A) She doesn't seem to care about it.
- B) She doesn't think it is sustainable.
- C) She is doubtful of its practical value.
- D) She is very much opposed to the idea.

61. What does the author think of green fashion?

- A) Green products will soon go mainstream.
- B) It has a very promising future.
- C) Consumers have the final say.
- D) It will appeal more to young people.

Passage Two

Questions 62 to 66 are based on the following passage.

Scientists have devised a way to determine roughly where a person has lived using a strand() of hair, a technique that could help track the movements of criminal suspects or unidentified murder victims.

The method relies on measuring how chemical variations in drinking water show up in people's hair.

"You're what you eat and drink, and that's recorded in your hair," said Thure Cerling, a geologist at the University of Utah.

While U.S diet is relatively identical, water supplies vary. The differences result from weather patterns. The chemical composition of rainfall changes slightly as raid clouds move.

Most hydrogen and oxygen atoms in water are stable, but traces of both elements are also present as heavier isotopes(). The heaviest raid falls first. As a result, storms that form over the Pacific deliver heavier water to California than to Utah.

Similar patterns exist throughout the U.S. By measuring the proportion of heavier hydrogen and oxygen isotopes along a strand of hair, scientists can construct a geographic timeline. Each inch of hair corresponds to about two months.

Cerling's team collected tap water samples from 600 cities and constructed a mop of the regional differences. They checked the accuracy of the map by testing 200 hair samples collected from 65 barber shops.

They were able to accurately place the hair samples in broad regions roughly corresponding to the movement of raid systems.

"It's not good for pinpointing()," Cerling said. "It's good for eliminating many possibilities."

Todd Park, a local detective, said the method has helped him learn more about an unidentified woman whose skeleton was found near Great Salt Lake.

The woman was 5 feet tall. Police recovered 26 bones, a T-shirt and several strands of hair.

When Park heard about the research, he gave the hair samples to the researchers. Chemical testing showed that over the two years before her death, she moved about every two months.

She stayed in the Northwest, although the test could not be more specific than somewhere between eastern Oregon and western Wyoming.

"It's still a substantial area," Park said "But it narrows it way down for me."

62. What is the scientists' new discovery?

- A) One's hair growth has to do with the amount of water they drink.
- B) A person's hair may reveal where they have lived.
- C) Hair analysis accurately identifies criminal suspects.

D) The chemical composition of hair varies from person to person.

63. What does the author mean by "You're what you eat and drink" (Line 1, Para.3)?

A) Food and drink affect one's personality development.

B) Food and drink preferences vary with individuals.

C) Food and drink leave traces in one's body tissues.

D) Food and drink are indispensable to one's existence.

64. What is said about the rainfall in America's West?

A) There is much more rainfall in California than in Utah.

B) The water it delivers becomes lighter when it moves inland.

C) Its chemical composition is less stable than in other areas.

D) It gathers more light isotopes as it moves eastward.

65. What did Cerling's team produce in their research?

A) A map showing the regional differences of tap water.

B) A collection of hair samples from various barber shops.

C) A method to measure the amount of water in human hair.

D) A chart illustrating the movement of the rain system.

66. What is the practical value of Cerling's research?

A) It helps analyze the quality of water in different regions.

B) It helps the police determine where a crime is committed.

C) It helps the police narrow down possibilities in detective work.

D) It helps identify the drinking habits of the person under investigation.

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**Part II Reading comprehension (Skimming
and scanning) (15 minutes)**

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Colleges taking another look at value of merit-based aid

Good grades and high tests scores still matter—a lot—to many colleges as they award financial aid.

But with low-income students projected to make up an ever-larger share of the college-bound population in coming years, some schools are re-examining whether that aid, typically known as "merit aid", is the most effective use of precious institutional dollars.

George Washington University in Washington, D.C., for example, said last week that it would cut the value of its average merit scholarships by about one-third and reduce the number of recipients(□□□), pouring the savings, about \$2.5 million, into need-based aid. Allegheny College in Meadville, Pa., made a similar decision three years ago.

Now, Hamilton College in Clinton, N.Y., says it will phase out merit scholarships altogether. No current merit-aid recipients will lose their scholarships, but need-based aid alone will be awarded beginning with students entering in fall 2008.

Not all colleges offer merit aid; generally, the more selective a school, the less likely it is to do so. Harvard and Princeton, for example, offer generous need-based packages, but many families who don't meet need eligibility(□□) have been willing to pay whatever they must for a big-name school.

For small regional colleges that struggle just to fill seats, merit aid can be an important revenue-builder because many recipients still pay enough tuition dollars over and above the scholarship amount to keep the institution running.

But for rankings-conscious schools in between, merit aid has served primarily as a tool to recruit top students and to improve their academic

profits. "They're trying to buy students," says Skidmore College economist Sandy Baum.

Studies show merit aid also tends to benefit disproportionately students who could afford to enroll without it.

"As we look to the future, we see a more pressing need to invest in need-based aid," says Monica Inzer, dean of admission and financial aid at Hamilton, which has offered merit scholarships for 10 years. During that time, it rose in US News & World Report's ranking of the best liberal arts colleges, from 25 to 17.

Merit aid, which benefited about 75 students a year, or about 4% of its student body, at a cost of about \$ 1 million a year, "served us well," Inzer says, but "to be discounting the price for families that don't need financial aid doesn't feel right any more."

Need-based aid remains by far the largest share of all student aid, which includes state, federal and institutional grants. But merit aid, offered primarily by schools and states, is growing faster, both overall and at the institutional level.

Between 1995-96 and 2003-04, institutional merit aid alone increased 212%, compared with 47% for need-based grants. At least 15 states also offer merit aid, typically in a bid to enroll top students in the state's public institutions.

But in recent years, a growing chorus() of critics has begun pressuring schools to drop the practice. Recent decisions by Hamilton and others may be "a sign that people are starting to realize that there's this destructive competition going on," says Baum, co-author of a recent College Report that raises concerns about the role of institutional aid not based on need.

David Laird, president of the Minnesota Private College Council, says many of his schools would like to reduce their merit aid but fear that in doing so, they would lose top students to their competitors.

"No one can take one-sided action," says Laird, who is exploring whether to seek an exemption() from federal anti-trust laws so member colleges can discuss how they could jointly reduce merit aid, "This is a merry-go-round that's going very fast, and none of the institutions believe they can sustain the risks of trying to break away by themselves."

A complicating factor is that merit aid has become so popular with middle-income families, who don't qualify for need-based aid, that many have come to depend on it. And, as tuitions continue to increase, the line between merit and need blurs.

That's one reason Allegheny College doesn't plan to drop merit aid entirely.

"We still believe in rewarding superior achievements and know that these top students truly value the scholarship," says Scott Friedhoff, Allegheny's vice president for enrollment.

Emory University in Atlanta, which boasts a \$4.7 billion endowment(□□), meanwhile, is taking another approach. This year, it announced it would eliminate loans for needy students and cap them for middle-income families. At the same time, it would expand its 28-year-old merit program.

"Yeah, we're playing the merit game," acknowledges Tom Lancaster, associate dean for undergraduate education. But it has its strong point, too, he says. "The fact of the matter is, it's not just about the lowest-income people. It's the average American middle-class family who's being priced out of the market."

*A few words about merit-based aid:

Merit-based aid is aid offered to students who achieve excellence in a given area, and is generally known as academic, athletic and artistic merit scholarships.

Academic merit scholarships are based on students' grades, GPA and overall academic performance during high school. They are typically meant for students going straight to college right after high school. However, there are scholarships for current college students with exceptional grades as well. These merit scholarships usually help students pay tuition bills, and they can be renewed each year as long as the recipients continue to qualify. In some cases, students may need to be recommended by their school or a teacher as part of the qualification process.

Athletic merit scholarships are meant for students that excel(□□) in sports of any kind, from football to track and field events. Recommendation for these scholarships is required, since exceptional athletic performance has to be recognized by a coach or a referee(□□). Applicants need to send in a tape containing their best performance.

Artistic merit scholarships require that applicants excel in a given artistic area. This generally includes any creative field such as art, design, fashion, music, dance or writing. Applying for artistic merit scholarships usually requires that students submit a portfolio(□□) of some sort, whether that includes a collection of artwork, a recording of a musical performance or a video of them dancing.

1. With more and more low-income students pursuing higher education, a number of colleges are _____.

A) offering students more merit-based aid B) revising their financial aid policies

C) increasing the amount of financial aid D) changing their admission processes

2. What did Allegheny College in Meadville do three years ago?

A) It tried to implement a novel financial aid program.

B) It added \$ 2.5 million to its need-based aid program.

C) It phased out its merit-based scholarships altogether.

D) It cuts its merit-based aid to help the needy students.

3. The chief purpose of rankings-conscious colleges in offering merit aid is to

_____.

- A) improve teaching quality B) boost their enrollments
- C) attract good students D) increase their revenues

4. Monica Inzer, dean of admission and financial aid at Hamilton, believes

_____.

- A) it doesn't pay to spend \$ 1 million a year to raise its ranking
- B) it gives students motivation to award academic achievements
- C) it's illogical to use so much money on only 4% of its students
- D) it's not right to give aid to those who can afford the tuition

5. In recent years, merit-based aid has increased much faster than need-based aid due to _____.

- A) more government funding to colleges B) fierce competition among institutions
- C) the increasing number of top students D) schools' improved financial situations

6. What is the attitude of many private colleges toward merit aid, according to David Laird?

- A) They would like to see it reduced. B) They regard it as a necessary evil.
- C) They think it does more harm than good.
- D) They consider it unfair to middle-class families.

7. Why doesn't Allegheny College plan to drop merit aid entirely?

- A) Raising tuitions have made college unaffordable for middle-class families.
- B) With rising incomes, fewer students are applying for need-based aid.
- C) Many students from middle-income families have come to rely on it.
- D) Rising incomes have disqualified many students for need-based aid.

8. Annual renewal of academic merit scholarships depends on whether the recipients remain _____.

9. Applicants for athletic merit scholarships need a recommendation from a coach or a referee who _____ their exceptional athletic performance.

10. Applicants for artistic merit scholarships must produce evidence to show their _____ in a particular artistic field.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

Throughout this long, tense election, everyone has focused on the presidential candidates and how they'll change America. Rightly so, but selfishly, I'm more fascinated by Michelle Obama and what she might be able to do, not just for this country, but for me as an African-American woman. As the potential First Lady, she would have the world's attention. And that means that for the first time people will have a chance to get up close and personal with the type of African-American woman they so rarely see.

Usually, the lives of black women go largely unexamined. The prevailing theory seems to be that we're all hot-tempered single mothers who can't keep a man. Even in the world of make-believe, black women still can't escape the stereotype of being eye-rolling, oversexed females raised by our never-married, alcoholic(□□□) mothers.

These images have helped define the way all women are viewed, including Michelle Obama. Before she ever gets the chance to commit to a cause, charity or foundation as First Lady, her most urgent and perhaps most complicated duty may be simple to be herself.

It won't be easy. Because few mainstream publications have done in-depth features on regular African-American women, little is known about who we are, what we think and what we face on a regular basis. For better or worse, Michelle will represent us all.

Just as she will have her critics, she will also have millions of fans who usually have little interest in the First Lady. Many African-American blogs have written about what they'd like to see Michelle bring to the White House—mainly showing the world that a black woman can support her man and raise a strong black family. Michelle will have to work to please everyone—an impossible task. But for many African-American women like me, just a little of her poise(□□), confidence and intelligence will go a long way in changing an image that's been around for far too long.

57. Why does Michelle Obama hold a strong fascination for the author?

- A) She serves as a role model for African women.
- B) She possesses many admirable qualities becoming a First Lady.
- C) She will present to the world a new image of African-American women.
- D) She will pay closer attention to the interests of African-American women.

58. What is the common stereotype of African-American women according to the author?

- A) They are victims of violence. B) They are of an inferior violence.
- C) They use quite a lot of body language. D) They live on charity and social welfare.

59. What do many African-Americans write about in their blogs?

- A) Whether Michelle can live up to the high expectations of her fans.
 - B) How Michelle should behave as a public figure.
 - C) How proud they are to have a black woman in the White House.
 - D) What Michelle should do as wife and mother in the White House.
60. What does the author say about Michelle Obama as a First Lady?
- A) However many fans she has, she should remain modest.
 - B) She shouldn't disappoint the African-American community.
 - C) However hard she tries, she can't expect to please everybody.
 - D) She will give priority to African-American women's concerns.
61. What do many African-American women hope Michelle Obama will do?
- A) Help change the prevailing view about black women.
 - B) Help her husband in the task of changing America.
 - C) Outshine previous First Lady.
 - D) Fully display her fine qualities.

Passage Two

Questions 62 to 66 are based on the following passage.

When next year's crop of high-school graduates arrive at Oxford University in the fall of 2009, they'll be joined by a new face; Andrew Hamilton, the 55-year-old provost(□□□) of Yale, who'll become Oxford's vice-chancellor—a position equivalent to university president in America.

Hamilton isn't the only educator crossing the Atlantic. Schools in France, Egypt, Singapore, etc, have also recently made top-level hires from abroad. Higher education has become a big and competitive business nowadays, and like so many businesses, it's gone global. Yet the talent flow isn't universal. High-level personnel tend to head in only one direction: outward from America.

The chief reason is that American schools don't tend to seriously consider looking abroad. For example, when the board of the University of Colorado searched for a new president, it wanted a leader familiar with the state government, a major source of the university's budget. "We didn't do any global consideration," says Patricia Hayes, the board's chair. The board ultimately picked Bruce Benson, a 69-year-old Colorado businessman and political activist(□□□) who is likely to do well in the main task of modern university presidents: fund-raising. Fund-raising is a distinctively American thing, since U.S. schools rely heavily on donations. The fund-raising ability is largely a product of experience and necessity.

Many European universities, meanwhile, are still mostly dependent on government funding. But government support has failed to keep pace with rising student number. The decline in government support has made fund-raising an increasingly necessary ability among administrators and has hiring

committees hungry for Americans.

In the past few years, prominent schools around the world have joined the trend. In 2003, when Cambridge University appointed Alison Richard, another former Yale provost, as its vice-chancellor, the university publicly stressed that in her previous job she had overseen "a major strengthening of Yale's financial position."

Of course, fund-raising isn't the only skill outsiders offer. The globalization of education means more universities will be seeking heads with international experience of some kind of promote international programs and attract a global student body. Foreigners can offer a fresh perspective on established practices.

62. What is the current trend in higher education discussed in the passage?

- A) Institutions worldwide are hiring administrators from the U.S.
- B) A lot of political activists are being recruited as administrators.
- C) American universities are enrolling more international students.
- D) University presidents are paying more attention to funding-raising.

63. What is the chief consideration of American universities when hiring top-level administrators?

- A) The political correctness.
- B) Their ability to raise funds.
- C) Their fame in academic circles.
- D) Their administrative experience.

64. What do we learn about European universities from the passage?

- A) The tuitions they charge have been rising considerably.
- B) Their operation is under strict government supervision.
- C) They are strengthening their position by globalization.
- D) Most of their revenues come from the government.

65. Cambridge University appointed Alison Richard as its vice-chancellor chiefly because _____.

- A) she was known to be good at raising money
- B) she could help strengthen its ties with Yale
- C) she knew how to attract students overseas
- D) she had boosted Yale's academic status

66. In what way do top-level administrators from abroad contribute to university development?

- A) They can enhance the university's image.
- B) They will bring with them more international faculty.
- C) They will view a lot of things from a new perspective.
- D) They can set up new academic disciplines.

2010 □ 6 □

Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Caught in the Web

A few months ago, it wasn't unusual for 47-year-old Carla Toebe to spend 15 hours per day online. She'd wake up early, turn on her laptop and chat on Internet dating sites and instant-messaging programs - leaving her bed for only brief intervals. Her household bills piled up, along with the dishes and dirty laundry, but it took near-constant complaints from her four daughters before she realized she had a problem.

"I was starting to feel like my whole world was falling apart - kind of slipping into a depression," said Carla. "I knew that if I didn't get off the dating sites, I'd just keep going," detaching(□□□) herself further from the outside world.

Toebe's conclusion: She felt like she was "addicted" to the Internet. She's not alone.

Concern about excessive Internet use isn't new. As far back as 1995, articles in medical journals and the establishment of a Pennsylvania treatment center for over users generated interest in the subject. There's still no consensus on how much time online constitutes too much or whether addiction is possible.

But as reliance on the Web grows, there are signs that the question is getting more serious attention: Last month, a study published in *CNS Spectrums* claimed to be the first large-scale look at excessive Internet use. The American Psychiatric Association may consider listing Internet addiction in the next edition of its diagnostic manual. And scores of online discussion boards have popped up on which people discuss negative experiences tied to too much time on the Web.

"There's no question that there're people who're seriously in trouble because they're overdoing their Internet involvement," said psychiatrist(□□□□ □) Ivan Goldberg. Goldberg calls the problem a disorder rather than a true addiction.

Jonathan Bishop, a researcher in Wales specializing in online communities, is more skeptical. "The Internet is an environment," he said. "You can't be addicted to the environment." Bishop describes the problem as simply a matter of priorities, which can be solved by encouraging people to prioritize other life goals and plans in place of time spent online.

The new CNS Spectrums study was based on results of a nationwide telephone survey of more than 2,500 adults. Like the 2005 survey, this one was conducted by Stanford University researchers. About 6% of respondents reported that "their relationships suffered because of excessive Internet use." About 9% attempted to conceal "nonessential Internet use," and nearly 4% reported feeling "preoccupied by the Internet when offline."

About 8% said they used the Internet as a way to escape problems, and almost 14% reported they "found it hard to stay away from the Internet for several days at a time."

"The Internet problem is still in its infancy," said Elias Aboujaoude, a Stanford professor. No single online activity is to blame for excessive use, he said. "They're online in chat rooms, checking e-mail, or writing blogs. [The problem is] not limited to porn(□□) or gambling" websites.

Excessive Internet use should be defined not by the number of hours spent online but "in terms of losses," said Maressa Orzack, a Harvard University professor. "If it's a loss [where] you're not getting to work, and family relationships are breaking down as a result, then it's too much."

Since the early 1990s, several clinics have been established in the U.S. to treat heavy Internet users. They include the Center for Internet Addiction Recovery and the Center for Internet Behavior.

The website for Orzack's center lists the following among the psychological symptoms of computer addiction:

- Having a sense of well-being(□□) or excitement while at the computer.
- Longing for more and more time at the computer.
- Neglect of family and friends.
- Feeling empty, depressed or irritable when not at the computer.
- Lying to employers and family about activities.
- Inability to stop the activity.
- Problems with school or job.

Physical symptoms listed include dry eyes, backaches, skipping meals, poor personal hygiene(□□) and sleep disturbances.

People who struggle with excessive Internet use maybe depressed or have other mood disorders, Orzack said. When she discusses Internet habits with her patients, they often report that being online offers a "sense of belonging, and escape, excitement [and] fun," she said. "Some people say relief...

because they find themselves so relaxed."

Some parts of the Internet seem to draw people in more than others. Internet gamers spend countless hours competing in games against people from all over the world. One such game, called World of Warcraft, is cited on many sites by posters complaining of a "gaming addiction."

Andrew Heidrich, an education network administrator from Sacramento, plays World of Warcraft for about two to four hours every other night, but that's nothing compared with the 40 to 60 hours a week he spent playing online games when he was in college. He cut back only after a full-scale family intervention(□□), in which relatives told him he'd gained weight.

"There's this whole culture of competition that sucks people in" with online gaming, said Heidrich, now a father of two. "People do it at the expense of everything that was a constant in their lives." Heidrich now visits websites that discuss gaming addiction regularly "to remind myself to keep my love for online games in check."

Toebe also regularly visits a site where posters discuss Internet overuse. In August, when she first realized she had a problem, she posted a message on a Yahoo Internet addiction group with the subject line: "I have an Internet Addiction."

"I'm self-employed and need the Internet for my work, but I'm failing to accomplish my work, to take care of my home, to give attention to my children," she wrote in a message sent to the group. "I have no money or insurance to get professional help; I can't even pay my mortgage(□□□□) and face losing everything."

Since then, Toebe said, she has kept her promise to herself to cut back on her Internet use. "I have a boyfriend now, and I'm not interested in online dating," she said by phone last week. "It's a lot better now."

1. What eventually made Carla Toebe realize she was spending too much time on the Internet?

- A) Her daughter's repeated complaints. B) Fatigue resulting from lack of sleep.
- C) The poorly managed state of her house. D) The high financial costs adding up.

2. What does the author say about excessive Internet use?

- A) People should be warned of its harmful consequences.
- B) It has become virtually inevitable. C) It has been somewhat exaggerated.
- D) People haven't yet reached agreement on its definition.

3. Jonathan Bishop believes that the Internet overuse problem can be solved if people ____.

- A) try to improve the Internet environment B) become aware of its serious consequences
- C) can realize what is important in life D) can reach a consensus on its definition

4. According to Professor Maressa Orzack, Internet use would be considered excessive if ____.

- A) it seriously affected family relationships B) one visited porn websites frequently
C) too much time was spent in chat rooms D) people got involved in online gambling
5. According to Orzack, people who struggle with heavy reliance on the Internet may feel _____.
A) discouraged B) pressured C) depressed D) puzzled
6. Why did Andre Heidrich cut back online gaming?
A) He had lost a lot of money. B) His family had intervened.
C) He had offended his relatives. D) His career had been ruined.
7. Andrew Heidrich now visits websites that discuss online gaming addiction to _____.
A) improve his online gaming skills B) curb his desire for online gaming
C) show how good he is at online gaming D) exchange online gaming experience
8. In one of the messages she posted on a website, Toebe admitted that she _____.
9. Excessive Internet use had rendered Toebe so poor that she couldn't afford to seek _____.
10. Now that she's got a boyfriend, Toebe is no longer crazy about _____.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

You never see him, but they're with you every time you fly. They record where you are going, how fast you're traveling and whether everything on your airplane is functioning normally. Their ability to withstand almost any disaster makes them seem like something out of a comic book. They're known as the black box.

When planes fall from the sky, as a Yemeni airliner did on its way to Comoros Islands in the India ocean June 30, 2009, the black box is the best bet for identifying what went wrong. So when a French submarine()

detected the device's homing signal five days later, the discovery marked a huge step toward determining the cause of a tragedy in which 152 passengers were killed.

In 1958, Australian scientist David Warren developed a flight-memory recorder that would track basic information like altitude and direction. That was the first mode for a black box, which became a requirement on all U.S. commercial flights by 1960. Early models often failed to withstand crashes, however, so in 1965 the device was completely redesigned and moved to the rear of the plane - the area least subject to impact - from its original position in the landing wells(舱门). The same year, the Federal Aviation Authority required that the boxes, which were never actually black, be painted orange or yellow to aid visibility.

Modern airplanes have two black boxes: a voice recorder, which tracks pilots' conversations, and a flight-data recorder, which monitors fuel levels, engine noises and other operating functions that help investigators reconstruct the aircraft's final moments. Placed in an insulated(隔热) case and surrounded by a quarter-inch-thick panels of stainless steel, the boxes can withstand massive force and temperatures up to 2,000°F. When submerged, they're also able to emit signals from depths of 20,000 ft. Experts believe the boxes from Air France Flight 447, which crashed near Brazil on June 1,2009, are in water nearly that deep, but statistics say they're still likely to turn up. In the approximately 20 deep-sea crashes over the past 30 years, only one plane's black boxes were never recovered.

57. What does the author say about the black box?

- A) It ensures the normal functioning of an airplane.
- B) The idea for its design comes from a comic book.
- C) Its ability to ward off disasters is incredible.
- D) It is an indispensable device on an airplane.

58. What information could be found from the black box on the Yemeni airliner?

- A) Data for analyzing the cause of the crash.
- B) The total number of passengers on board.
- C) The scene of the crash and extent of the damage.
- D) Homing signals sent by the pilot before the crash.

59. Why was the black box redesigned in 1965?

- A) New materials became available by that time.
- B) Too much space was needed for its installation.
- C) The early models often got damaged in the crash.
- D) The early models didn't provide the needed data.

60. Why did the Federal Aviation Authority require the black boxes be painted orange or yellow?

- A) To distinguish them from the colour of the plane.
- B) To caution people to handle them with care.
- C) To make them easily identifiable.
- D) To conform to international standards.

61. What do we know about the black boxes from Air France Flight 447?
- A) There is still a good chance of their being recovered.
 - B) There is an urgent need for them to be reconstructed.
 - C) They have stopped sending homing signals.
 - D) They were destroyed somewhere near Brazil.

Passage Two

Questions 62 to 66 are based on the following passage.

The \$11 billion self-help industry is built on the idea that you should turn negative thoughts like "I never do anything right" into positive ones like "I can succeed." But was positive thinking advocate Norman Vincent Peale right? Is there power in positive thinking?

Researchers in Canada just published a study in the journal *Psychological Science* that says trying to get people to think more positively can actually have the opposite effect: it can simply highlight how unhappy they are.

The study's authors, Joanne Wood and John Lee of the University of Waterloo and Elaine Perunovic of the University of New Brunswick, begin by citing older research showing that when people get feedback which they believe is overly positive, they actually feel worse, not better. If you tell your dim friend that he has the potential of an Einstein, you're just underlining his faults. In one 1990s experiment, a team including psychologist Joel Cooper of Princeton asked participants to write essays opposing funding for the disabled. When the essayists were later praised for their sympathy, they felt even worse about what they had written.

In this experiment, Wood, Lee and Perunovic measured 68 students' self-esteem. The participants were then asked to write down their thoughts and feelings for four minutes. Every 15 seconds, one group of students heard a bell. When it rang, they were supposed to tell themselves, "I am lovable."

Those with low self-esteem didn't feel better after the forced self-affirmation. In fact, their moods turned significantly darker than those of members of the control group, who weren't urged to think positive thoughts.

The paper provides support for newer forms of psychotherapy() that urge people to accept their negative thoughts and feelings rather than fight them. In the fighting, we not only often fail but can make things worse. Meditation() techniques, in contrast, can teach people to put their shortcomings into a larger, more realistic perspective. Call it the power of negative thinking.

62. What do we learn from the first paragraph about the self-help industry?
- A) It is a highly profitable industry.
 - B) It is based on the concept of positive thinking.

C) It was established by Norman Vincent Peale. D) It has yielded positive results.

63. What is the finding of the Canadian researchers?

- A) Encouraging positive thinking many do more harm than good.
- B) There can be no simple therapy for psychological problems.
- C) Unhappy people cannot think positively.
- D) The power of positive thinking is limited.

64. What does the author mean by "... you're just underlining his faults" (Line 4, Para. 3)?

- A) You are not taking his mistakes seriously enough.
- B) You are pointing out the errors he has committed.
- C) You are emphasizing the fact that he is not intelligent.
- D) You are trying to make him feel better about his faults.

65. What do we learn from the experiment of Wood, Lee and Perunovic?

- A) It is important for people to continually boost their self-esteem.
- B) Self-affirmation can bring a positive change to one's mood.
- C) Forcing a person to think positive thoughts may lower their self-esteem.
- D) People with low self-esteem seldom write down their true feelings.

66. What do we learn from the last paragraph?

- A) The effects of positive thinking vary from person to person.
- B) Meditation may prove to be a good form of psychotherapy.
- C) Different people tend to have different ways of thinking.
- D) People can avoid making mistakes through meditation.

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Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

A Grassroots Remedy

Most of us spend our lives seeking the natural world. To this end, we walk the dog, play golf, go fishing, sit in the garden, drink outside rather than inside the pub, have a picnic, live in the suburbs, go to the seaside, buy a weekend place in the country. The most popular leisure activity in Britain is going for a walk. And when joggers(□□□) jog, they don't run the streets. Every one of them instinctively heads to the park or the river. It is my profound belief that not only do we all need nature, but we all seek nature, whether we know we are doing so or not.

But despite this, our children are growing up nature-deprived(□□). I spent my boyhood climbing trees on Streatham Common, South London. These days, children are robbed of these ancient freedoms, due to problems like crime, traffic, the loss of the open spaces and odd new perceptions about what is best for children, that is to say, things that can be bought, rather than things that can be found.

The truth is to be found elsewhere. A study in the US: families had moved to better housing and the children were assessed for ADHD—attention deficit hyperactivity disorder(□□□). Those whose accommodation had more natural views showed an improvement of 19%; those who had the same improvement in material surroundings but no nice view improved just 4%.

A study in Sweden indicated that kindergarten children who could play in a natural environment had less illness and greater physical ability than children used only to a normal playground. A US study suggested that when a school gave children access to a natural environment, academic levels were raised across the entire school.

Another study found that children play differently in a natural environment. In playgrounds, children create a hierarchy() based on physical abilities, with the tough ones taking the lead. But when a grassy area was planted with bushes, the children got much more into fantasy play, and the social hierarchy was now based on imagination and creativity.

Most bullying() is found in schools where there is a tarmac() playground; the least bullying is in a natural area that the children are encouraged to explore. This reminds me unpleasantly of Sunnyhill School in Streatham, with its harsh tarmac, where I used to hang about in corners fantasising about wildlife.

But children are frequently discouraged from involvement with natural spaces, for health and safety reasons, for fear that they might get dirty or that they might cause damage. So, instead, the damage is done to the children themselves: not to their bodies but to their souls.

One of the great problems of modern childhood is ADHD, now increasingly and expensively treated with drugs. Yet one study after another indicates that contact with nature gives huge benefits to ADHD children. However, we spend money on drugs rather than on green places.

The life of old people is measurably better when they have access to nature. The increasing emphasis for the growing population of old people is in quality rather than quantity of years. And study after study finds that a garden is the single most important thing in finding that quality.

In wider and more difficult areas of life, there is evidence to indicate that natural surroundings improve all kinds of things. Even problems with crime and aggressive behaviour are reduced when there is contact with the natural world.

Dr William Bird, researcher from the Royal Society for the Protection of Birds, states in his study, "A natural environment can reduce violent behaviour because its restorative process helps reduce anger and impulsive behaviour." Wild places need encouraging for this reason, no matter how small their contribution.

We tend to look on nature conservation as some kind of favour that human beings are granting to the natural world. The error here is far too deep: not only do humans need nature for themselves, but the very idea that humanity and the natural world are separable things is profoundly damaging.

Human beings are a species of mammals(). For seven million years they lived on the planet as part of nature. Our ancestral selves miss the natural world and long for contact with non-human life. Anyone who has patted a dog, stroked a cat, sat under a tree with a pint of beer, given or received a bunch of flowers or chosen to walk through the park on a nice day, understands that.

We need the wild world. It is essential to our well-being, our health, our happiness. Without the wild world we are not more but less civilised. Without other living things around us we are less than human.

Five ways to find harmony with the natural world

Walk: Break the rhythm of permanently being under a roof. Get off a stop earlier, make a circuit of the park at lunchtime, walk the child to and from school, get a dog, feel yourself moving in moving air, look, listen, absorb.

Sit: Take a moment, every now and then, to be still in an open space. In the garden, anywhere that's not in the office, anywhere out of the house, away from the routine. Sit under a tree, look at water, feel refreshed, ever so slightly renewed.

Drink: The best way to enjoy the natural world is by yourself; the second best way is in company. Take a drink outside with a good person, a good gathering: talk with the sun and the wind with birdsong for background.

Learn: Expand your boundaries. Learn five species of bird, five butterflies, five trees, five bird songs. That way, you see and hear more: and your mind responds gratefully to the greater amount of wildness in your life.

Travel: The places you always wanted to visit: by the seaside, in the country, in the hills. Take a weekend break, a day-trip, get out there and do it: for the scenery, for the way through the woods, for the birds, for the bees. Go somewhere special and bring specialness home. It lasts forever, after all.

1. What is the author's profound belief?

- [A] People instinctively seek nature in different ways.
- [B] People should spend most of their lives in the wild.
- [C] People have quite different perceptions of nature.
- [D] People must make more efforts to study nature.

2. What does the author say people prefer for their children nowadays?

- [A] Personal freedom. [B] Things that are natural.
- [C] Urban surroundings. [D] Things that are purchased.

3. What does a study in Sweden show?

- [A] The natural environment can help children learn better.
- [B] More access to nature makes children less likely to fall ill.
- [C] A good playground helps kids develop their physical abilities.
- [D] Natural views can prevent children from developing ADHD.

4. Children who have chances to explore natural areas _____.

- [A] tend to develop a strong love for science
- [B] are more likely to fantasise about wildlife
- [C] tend to be physically tougher in adulthood
- [D] are less likely to be involved in bullying

5. What does the author suggest we do to help children with ADHD?

- [A] Find more effective drugs for them.
- [B] Provide more green spaces for them.
- [C] Place them under more personal care.
- [D] Engage them in more meaningful activities.

6. In what way do elderly people benefit from their contact with nature?

- [A] They look on life optimistically. [C] They are able to live longer.
- [B] They enjoy a life of better quality. [D] They become good-humoured.

7. Dr William Bird suggests in his study that _____.
[A] humanity and nature are complementary to each other
[B] wild places may induce impulsive behaviour in people
[C] access to nature contributes to the reduction of violence
[D] it takes a long time to restore nature once damaged
8. It is extremely harmful to think that humanity and the natural world can be_____.
- 9.The author believes that we would not be so civilised without _____.
10. The five suggestions the author gives at the end of the passage are meant to encourage people to seek _____ with the natural world.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

It is pretty much a one-way street. While it may be common for university researchers to try their luck in the commercial world, there is very little traffic in the opposite direction. Pay has always been the biggest deterrent, as people with families often feel they cannot afford the drop in salary when moving to a university job. For some industrial scientists, however, the attractions of academia(□□□) outweigh any financial considerations.

Helen Lee took a 70% cut in salary when she moved from a senior post in Abbott Laboratories to a medical department at the University of Cambridge. Her main reason for returning to academia mid-career was to take advantage of the greater freedom to choose research questions. Some areas of inquiry have few prospects of a commercial return, and Lee's is one of them.

The impact of a salary cut is probably less severe for a scientist in the early stages of a career. Guy Grant, now a research associate at the Unilever Centre for Molecular Informatics at the University of Cambridge, spent two years working for a pharmaceutical(□ □ □) company before returning to university as a post-doctoral researcher. He took a 30% salary cut but felt it worthwhile for the greater intellectual opportunities.

Higher up the ladder, where a pay cut is usually more significant, the demand for scientists with a wealth of experience in industry is forcing universities to make the transition(□□) to academia more attractive, according to Lee. Industrial scientists tend to receive training that academics do not, such as how to build a multidisciplinary team, manage budgets and negotiate contracts. They are also well placed to bring something extra to the teaching side of an academic role that will help students get a job when they graduate, says Lee, perhaps experience in manufacturing practice or product development. "Only a small number of undergraduates will continue in an academic career. So someone leaving university who already has the skills needed to work in an industrial lab has far more potential in the job market than someone who has spent all their time on a narrow research project."

57. By "a one-way street" (Line 1, Para. 1), the author means _____.

[A] university researchers know little about the commercial world

[B] there is little exchange between industry and academia

[C] few industrial scientists would quit to work in a university

[D] few university professors are willing to do industrial research

58. The word "deterrent" (Line 3, Para. 1) most probably refers to something that _____.

[A] keeps someone from taking action [B] helps to move the traffic

[C] attracts people's attention [D] brings someone a financial burden

59. What was Helen Lee's major consideration when she changed her job in the middle of her career?

[A] Flexible work hours. [B] Her research interests.

[C] Her preference for the lifestyle on campus.

[D] Prospects of academic accomplishments.

60. Guy Grant chose to work as a researcher at Cambridge in order to _____.

[A] do financially more rewarding work [B] raise his status in the academic world

[C] enrich his experience in medical research [D] exploit better intellectual opportunities

61. What contribution can industrial scientists make when they come to teach in a university?

[A] Increase its graduates' competitiveness in the job market

[B] Develop its students' potential in research.

[C] Help it to obtain financial support from industry.

[D] Gear its research towards practical applications.

Passage Two

Questions 62 to 66 are based on the following passage.

Being sociable looks like a good way to add years to your life. Relationships with family, friends, neighbours, even pets, will all do the trick, but the biggest longevity(长寿) boost seems to come from marriage or an equivalent relationship. The effect was first noted in 1858 by William Farr, who wrote that widows and widowers(鳏寡) were at a much higher risk of dying than their married peers. Studies since then suggest that marriage could add as much as seven years to a man's life and two to a woman's. The effect holds for all causes of death, whether illness, accident or self-harm.

Even if the odds are stacked against you, marriage can more than compensate. Linda Waite of the University of Chicago has found that a married older man with heart disease can expect to live nearly four years longer than an unmarried man with a healthy heart. Likewise, a married man who smokes more than a pack a day is likely to live as long as a divorced man who doesn't smoke. There's a flip side, however, as partners are more likely to become ill or die in the couple of years following their spouse's death, and caring for a spouse with mental disorder can leave you with some of the same severe problems. Even so, the odds favour marriage. In a 30-year study of more than 10,000 people, Nicholas Christakis of Harvard Medical School describes how all kinds of social networks have similar effects.

So how does it work? The effects are complex, affected by socio-economic factors, health-service provision, emotional support and other more physiological(生理的) mechanisms. For example, social contact can boost development of the brain and immune system, leading to better health and less chance of depression later in life. People in supportive relationships may handle stress better. Then there are the psychological benefits of a supportive partner.

A life partner, children and good friends are all recommended if you aim to live to 100. The ultimate social network is still being mapped out, but Christakis says: "People are interconnected, so their health is interconnected."

62. William Farr's study and other studies show that _____.

- [A] social life provides an effective cure for illness
- [B] being sociable helps improve one's quality of life
- [C] women benefit more than men from marriage
- [D] marriage contributes a great deal to longevity

63. Linda Waite's studies support the idea that _____.

- [A] older men should quit smoking to stay healthy
- [B] marriage can help make up for ill health
- [C] the married are happier than the unmarried
- [D] unmarried people are likely to suffer in later life

64. It can be inferred from the context that the "flip side" (Line 5, Para. 2) refers to _____.

[A] the disadvantages of being married [B] the emotional problems arising from marriage

[C] the responsibility of taking care of one's family [D] the consequence of a broken marriage

65. What does the author say about social networks?

[A] They have effects similar to those of a marriage.

[B] They help develop people's community spirit.

[C] They provide timely support for those in need.

[D] They help relieve people of their life's burdens.

66. What can be inferred from the last paragraph?

[A] It's important that we develop a social network when young.

[B] To stay healthy, one should have a proper social network.

[C] Getting a divorce means risking a reduced life span.

[D] We should share our social networks with each other.

2011 □ 6 □

Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

British Cuisine: the Best of Old and New

British cuisine(□□) has come of age in recent years as chefs(□□) combine the best of old and new.

Why does British food have a reputation for being so bad? Because it is bad! Those are not the most encouraging words to hear just before eating lunch at one of Hong Kong's smartest British restaurants, Alfie's by KEE, but head chef Neil Tones has more to say.

"The past 15 years or so have been a noticeable period of improvement for food in England," the English chef says, citing the trend in British cuisine for better ingredients, preparation and cooking methods, and more appealing presentation. Chefs such as Delia Smith, Nigel Slater, Jamie Oliver and Gordon Ramsay made the public realise that cooking - and eating - didn't have to be a boring thing. And now, most of the British public is familiar even with the extremes of Heston Blumenthal's molecular gastronomy, a form of cooking that employs scientific methods to create the perfect dish.

"It's no longer the case that the common man in England is embarrassed to show he knows about food," Tones says.

There was plenty of room for improvement. The problems with the nation's cuisine can be traced back to the Second World War. Before the War, much of Britain's food was imported and when German U-boats began attacking ships bringing food to the country, Britain went on rations(□□).

"As rationing came to an end in the 1950s, technology picked up and was used to mass-produce food," Tones says. "And by then people were just happy to have a decent quantity of food in their kitchens."

They weren't looking for cured meats, organic produce or beautiful

presentation; they were looking for whatever they could get their hands on, and this prioritisation of quantity over quality prevailed for decades, meaning a generation was brought up with food that couldn't compete with neighbouring France, Italy, Belgium or Spain.

Before star chefs such as Oliver began making cooking fashionable, it was hard to find a restaurant in London that was open after 9pm. But in recent years the capital's culinary(厨艺) scene has developed to the point that it is now confident of its ability to please the tastes of any international visitor.

With the opening of Alfie's in April, and others such as The Pawn, two years ago, modern British food has made its way to Hong Kong. "With British food, I think that Hong Kong restaurants are keeping up," says David Tamlyn, the Welsh executive chef at The Pawn in Wan Chai. "Hong Kong diners are extremely responsive to new ideas or presentations, which is good news for new dishes."

Chefs agree that diners in Hong Kong are embracing the modern British trend. Some restaurants are modifying the recipes(食谱) of British dishes to breathe new life into the classics, while others are using better quality ingredients but remaining true to British traditions and tastes.

Tamlyn is in the second camp. "We select our food very particularly. We use US beef, New Zealand lamb and for our custards(蛋奶糊) we use Bird's Custard Powder," Tamlyn says. "Some restaurants go for custard made fresh with eggs, sugar and cream, but British custard is different, and we stay true to that."

Matthew Hill, senior manager at the two-year-old SoHo restaurant Yorkshire Pudding, also uses better ingredients as a means of improving dishes. "There are a lot of existing perceptions about British food and so we can't alter these too much. We're a traditional British restaurant so there are some staples(主食) that will remain essentially unchanged."

These traditional dishes include fish and chips, steak and kidney pie and large pieces of roasted meats. At Alfie's, the newest of the British restaurants in town and perhaps the most gentlemen's club-like in design, Neil Tomes explains his passion for provenance(原产地). "Britain has started to become really proud of the food it's producing. It has excellent organic farms, beautifully crafted cheeses, high-quality meats."

However, the British don't have a history of exporting their foodstuffs, which makes it difficult for restaurants in Hong Kong to source authentic ingredients.

"We can get a lot of our ingredients once a week from the UK," Tamlyn explains. "But there is also pressure to buy local and save on food miles, which means we take our vegetables from the local markets, and there are a lot that work well with British staples."

The Phoenix, in Mid-Levels, offers the widest interpretation of "British cuisine", while still trying to maintain its soul. The gastro-pub has existed in various locations in Hong Kong since 2002. Singaporean head chef Tommy Teh

Kum Chai offers daily specials on a blackboard, rather than sticking to a menu. This enables him to reinterpret British cuisine depending on what is available in the local markets.

"We use a lot of ingredients that people wouldn't perhaps associate as British, but are presented in a British way. Bell peppers stuffed with couscous, alongside ratatouille, is a very popular dish."

Although the ingredients may not strike diners as being traditional, they can be found in dishes across Britain.

Even the traditional chefs are aware of the need to adapt to local tastes and customs, while maintaining the Britishness of their cuisine.

At Yorkshire Pudding, Hill says that his staff asks diners whether they would like to share their meals. Small dishes, shared meals and "mixing it up" is not something commonly done in Britain, but Yorkshire Pudding will bring full dishes to the table and offer individual plates for each diner. "That way, people still get the presentation of the dishes as they were designed, but can carve them up however they like," Hill says.

This practice is also popular at The Pawn, although largely for rotisseries(烤架), Tamlyn says. "Some tables will arrive on a Sunday, order a whole chicken and a shoulder of lamb or a baby pig, and just stay for hours enjoying everything we bring out for them."

Some British traditions are too sacred(神圣的) to mess with, however, Tones says. "I'd never change a full English breakfast."

1. What is British food generally known for?
A) Its unique flavour. B) Its bad taste. C) Its special cooking methods. D) Its organic ingredients.
2. The Second World War led to _____ in Britain.
A) an inadequate supply of food B) a decrease of grain production
C) an increase in food import D) a change in people's eating habits
3. Why couldn't Britain compete with some of its neighbouring countries in terms of food in the post-war decades?
A) Its food lacked variety. B) Its people cared more for quantity.
C) It was short of well-trained chefs. D) It didn't have flavourful food ingredients.
4. With culinary improvement in recent years, London's restaurants are now able to appeal to the tastes of _____.
A) most young people B) elderly British diners
C) all kinds of overseas visitors D) upper-class customers
5. What do Hong Kong diners welcome, according to Welsh executive chef David Tamlyn?
A) Authentic classic cuisine. B) Locally produced ingredients.
C) New ideas and presentations. D) The return of home-style dishes.
6. While using quality ingredients, David Tamlyn insists that the dishes should _____.
A) benefit people's health B) look beautiful and inviting

- C) be offered at reasonable prices D) maintain British traditional tastes
7. Why does Neil Tones say he loves food ingredients from Britain?
- A) They appeal to people from all over the world.
B) They are produced on excellent organic farms.
C) They are processed in a scientific way. D) They come in a great variety.
8. Tamlyn says that besides importing ingredients from Britain once a week, his restaurant also buys vegetables from _____.
9. The Phoenix in Mid-Levels may not use British ingredients, but presents its dishes _____.
10. Yorkshire Pudding is a restaurant which will bring full dishes to the table but offer plates to those diners who would like to _____.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

Several recent studies have found that being randomly(□□□) assigned to a roommate of another race can lead to increased tolerance but also to a greater likelihood(□□□) of conflict.

Recent reports found that lodging with a student of a different race may decrease prejudice and compel students to engage in more ethnically diverse friendships.

An Ohio State University study also found that black students living with a white roommate saw higher academic success throughout their college careers. Researchers believe this may be caused by social pressure.

In a New York Times article, Sam Boakye - the only black student on his freshman year floor -said that "if you're surrounded by whites, you have something to prove."

Researchers also observed problems resulting from pairing interracial students in residences.

According to two recent studies, randomly assigned roommates of different races are more likely to experience conflicts so strained that one roommate will move out.

An Indiana University study found that interracial roommates were three times as likely as two white roommates to no longer live together by the end of the semester.

Grace Kao, a professor at Penn said she was not surprised by the findings. "This may be the first time that some of these students have interacted, and lived, with someone of a different race," she said.

At Penn, students are not asked to indicate race when applying for housing.

"One of the great things about freshman housing is that, with some exceptions, the process throws you together randomly," said Undergraduate Assembly chairman Alec Webley. "This is the definition of integration."

"I've experienced roommate conflicts between interracial students that have both broken down stereotypes and reinforced stereotypes," said one Penn resident advisor (RA). The RA of two years added that while some conflicts "provided more multicultural acceptance and melding(融合)," there were also "jarring cultural confrontations."

The RA said that these conflicts have also occurred among roommates of the same race.

Kao said she cautions against forming any generalizations based on any one of the studies, noting that more background characteristics of the students need to be studied and explained.

57. What can we learn from some recent studies?

- A) Conflicts between students of different races are unavoidable.
- B) Students of different races are prejudiced against each other.
- C) Interracial lodging does more harm than good.
- D) Interracial lodging may have diverse outcomes.

58. What does Sam Boakye's remark mean?

- A) White students tend to look down upon their black peers.
- B) Black students can compete with their white peers academically.
- C) Black students feel somewhat embarrassed among white peers during the freshman year.
- D) Being surrounded by white peers motivates a black student to work harder to succeed.

59. What does the Indiana University study show?

- A) Interracial roommates are more likely to fall out.
- B) Few white students like sharing a room with a black peer.
- C) Roommates of different races just don't get along.
- D) Assigning students' lodging randomly is not a good policy.

60. What does Alec Webley consider to be the "definition of integration"?

- A) Students of different races are required to share a room.
- B) Interracial lodging is arranged by the school for freshmen.
- C) Lodging is assigned to students of different races without exception.
- D) The school randomly assigns roommates without regard to race.

61. What does Grace Kao say about interracial lodging?

- A) It is unscientific to make generalizations about it without further study.
- B) Schools should be cautious when making decisions about student lodging.
- C) Students' racial background should be considered before lodging is assigned.
- D) Experienced resident advisors should be assigned to handle the problems.

Passage Two

Questions 62 to 66 are based on the following passage.

Global warming is causing more than 300,000 deaths and about \$125 billion in economic losses each year, according to a report by the Global Humanitarian Forum, an organization led by Annan, the former United Nations secretary general.

The report, to be released Friday, analyzed data and existing studies of health, disaster, population and economic trends. It found that human-influenced climate change was raising the global death rates from illnesses including malnutrition(营养不良) and heat-related health problems.

But even before its release, the report drew criticism from some experts on climate and risk, who questioned its methods and conclusions.

Along with the deaths, the report said that the lives of 325 million people, primarily in poor countries, were being seriously affected by climate change. It projected that the number would double by 2030.

Roger Pielke Jr., a political scientist at the University of Colorado, Boulder, who studies disaster trends, said the Forum's report was "a methodological embarrassment" because there was no way to distinguish deaths or economic losses related to human-driven global warming amid the much larger losses resulting from the growth in populations and economic development in vulnerable(脆弱) regions. Dr. Pielke said that "climate change is an important problem requiring our utmost attention." But the report, he said, "will harm the cause for action on both climate change and disasters because it is so deeply flawed(有缺陷的)."

However, Soren Andreasen, a social scientist at Dalberg Global Development Partners who supervised the writing of the report, defended it, saying that it was clear that the numbers were rough estimates. He said the report was aimed at world leaders, who will meet in Copenhagen in December to negotiate a new international climate treaty.

In a press release describing the report, Mr. Annan stressed the need for the negotiations to focus on increasing the flow of money from rich to poor regions to help reduce their vulnerability to climate hazards while still curbing the emissions of the heat-trapping gases. More than 90% of the human and economic losses from climate change are occurring in poor countries,

according to the report.

62. What is the finding of the Global Humanitarian Forum?

- A) Global temperatures affect the rate of economic development.
- B) Rates of death from illnesses have risen due to global warming.
- C) Malnutrition has caused serious health problems in poor countries.
- D) Economic trends have to do with population and natural disasters.

63. What do we learn about the Forum's report from the passage?

- A) It was challenged by some climate and risk experts.
- B) It aroused a lot of interest in the scientific circles.
- C) It was warmly received by environmentalists.
- D) It caused a big stir in developing countries.

64. What does Dr. Pielke say about the Forum's report?

- A) Its statistics look embarrassing. B) It is invalid in terms of methodology.
- C) It deserves our closest attention. D) Its conclusion is purposely exaggerated.

65. What is Soren Andreasen's view of the report?

- A) Its conclusions are based on carefully collected data.
- B) It is vulnerable to criticism if the statistics are closely examined.
- C) It will give rise to heated discussions at the Copenhagen conference.
- D) Its rough estimates are meant to draw the attention of world leaders.

66. What does Kofi Annan say should be the focus of the Copenhagen conference?

- A) How rich and poor regions can share responsibility in curbing global warming.
- B) How human and economic losses from climate change can be reduced.
- C) How emissions of heat-trapping gases can be reduced on a global scale.
- D) How rich countries can better help poor regions reduce climate hazards.

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Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Why Integrity Matters

What is Integrity?

The key to integrity is consistency--not only setting high personal standards for oneself (honesty, responsibility, respect for others, fairness) but also living up to those standards each day. One who has integrity is bound by and follows moral and ethical standards even when making life's hard choices, choices which may be clouded by stress, pressure to succeed, or temptation.

What happens if we lie, cheat, steal, or violate other ethical standards? We feel disappointed in ourselves and ashamed. But a lapse of integrity also affects our relationships with others. Trust is essential in any important relationship, whether personal or professional. Who can trust someone who is dishonest or unfair? Thus, integrity must be one of our most important goals.

Risky Business

We are each responsible for our own decisions, even if the decision-making process has been undermined by stress or peer pressure. The real test of character is whether we can learn from our mistake, by understanding why

we acted as we did, and then exploring ways to avoid similar problems in the future.

Making ethical decisions is a critical part of avoiding future problems. We must learn to recognize risks, because if we can't see the risks we're taking, we can't make responsible choices. To identify risks, we need to know the rules and be aware of the facts. For example, one who doesn't know the rules about plagiarism may accidentally use words or ideas without giving proper credit, or one who fails to keep careful research notes may unintentionally fail to quote and cite sources as required. But the fact that such a violation is "unintentional" does not excuse the misconduct. Ignorance is not a defense.

"But Everybody Does It"

Most people who get in trouble do know the rules and facts, but manage to fool themselves about the risks they're taking by using excuses: "Everyone else does it," "I'm not hurting anyone," or "I really need this grade." Excuses can get very elaborate: "I know I'm looking at another's exam, even though I'm supposed to keep my eyes on my own paper, but that's not cheating because I'm just checking my answers, not copying." We must be honest about our actions, and avoid excuses. If we fool ourselves into believing we're not doing anything wrong, we can't see the real choice we're making--and that leads to bad decisions.

To avoid fooling yourself, watch out for excuses and try this test: Ask how you would feel if your actions were public and anyone could be watching over your shoulder. Would you feel proud or ashamed of your actions? If you'd rather hide your actions, that's a good indication that you're taking a risk and rationalizing it to yourself.

Evaluating Risks

To decide whether a risk is worth taking, you must examine the consequences, in the future as well as right now, negative as well as positive, and to others as well as to yourself. Those who take risks they later regret usually focus on immediate benefits ("what's in it for me"), and simply haven't considered what might go wrong. The consequences of getting caught are serious, and may include a "0" on a test or assignment; an "F" in the class; suspension or dismissal from school; transcript notation; and a tarnished reputation. In fact, when you break a rule or law, you lose control over your life, and give others the power to impose punishment: you have no control over what that punishment might be. This is an extremely precarious and vulnerable position. There may be some matters of life and death, or highest principle, which might justify such a risk, but there aren't many things that fall in this category.

Getting Away With It--Or Not

Those who don't get caught pay an even higher price. A cheater doesn't learn from the test, depriving him/herself of an education. Cheating undermines confidence and independence: the cheater is a fraud, and knows that without dishonesty, he/she would have failed. Cheating destroys self-

esteem and integrity, leaving the cheater ashamed, guilty, and afraid of getting caught. Worst of all, a cheater who doesn't get caught the first time usually cheats again, not only because he/she is farther behind, but also because it seems "easier." This slippery slope of eroding ethics and bigger risks leads only to disaster. Eventually, the cheater gets caught, and the later he/she gets caught, the worse the consequences. Students have been dismissed from school because they didn't get this simple message: Honesty is the ONLY policy that works.

Cheating Hurts Others, Too

Cheaters often feel invisible, as if their actions "don't count" and don't really hurt anyone. But individual choices have a profound cumulative effect. Cheating can spread like a disease, and a cheater can encourage others just by being seen from across the room. Recent statistics suggest 30% or more of college students cheat. If a class is graded on a curve, cheating hurts others' grades. Even if there is no curve, cheating "poisons" the classroom, and others may feel pressured to join in. ("If I don't cheat, I can't compete with those who do.") Cheating also has a destructive impact on teachers. The real reward of good teaching is seeing students learn, but a cheater says, "I'm not interested in what you're trying to teach; all I care about is stealing a grade, regardless of the effect on others." The end result is a blatant and destructive attack on the quality of your education. Finally, cheating can hurt the reputation of the University, and harm those who worked hard for their degree.

Why Integrity Matters

If cheating becomes the norm, then we are in big trouble. We must rely on the honesty and good faith of others every day. If not, we couldn't put money in the bank, buy food, clothing, or medicine from others, drive across a bridge, get on a plane, go to the dentist--the list is endless. There are many examples of the vast harm that is caused when individuals forget or ignore the effect their dishonesty can have. The savings and loan scandal, the stock market and junk bond swindles, and, of course, Watergate, have undermined the faith of many Americans in the integrity of political and economic leaders and society as a whole. Such incidents take a tremendous toll on our nation's economy and our individual well-being. For example, but for the savings and loan debacle, there might be funds available to reduce the national debt and pay for education.

In sum, we all have a common stake in our school, our community, and our society. Our actions do matter. It is essential that we act with integrity in order to build the kind of world in which we want to live.

1. A person of integrity not only sets high moral and ethical standards but also _____.

- A. sticks to them in their daily life
- B. makes them known to others
- C. understands their true values
- D. sees that others also follow them

2. What role does integrity play in personal and professional relationships?

- A. It helps to create team spirit B. It facilitates communication
 C. It is the basis of mutual trust D. It inspires mutual respect
3. Why must we learn to identify the risks we are going to take?
 A. To ensure we make responsible choices B. To avoid being overwhelmed by stress
 C. so that we don't break any rules D. so that we don't run into trouble
4. Violation of a rule is misconduct even if _____.
 A. it has caused no harm B. it is claimed to be unintentional
 C. it has gone unnoticed D. it is committed with good intentions
5. What should one do if he doesn't wish to fool himself?
 A. Avoid making excuses B. Listen to other people's advice
 C. Make his intentions public D. Have others watch over his shoulder
6. Those who take risks they regret later on _____.
 A. will often become more cautious B. are usually very aggressive
 C. value immediate benefits most D. may lose everything in the end
7. According to the author, a cheater who doesn't get caught right away will _____.
 A. pay more dearly B. become more confident C. be widely admired D. feel somewhat lucky
8. Cheaters at exam don't care about their education, all they care about is how to _____.
9. Integrity matters in that all social activities rely on people's _____.
10. Many Americans lost faith in the integrity of their political leaders as a result of _____.

Passage One

Questions 57 to 61 are based on the following passage.

Boys' schools are the perfect place to teach young men to express their emotions and are more likely to get involved in activities such as art, dance and music, according to research released today.

Far from the traditional image of a culture of aggressive masculinity in which students either sink or swim, the absence of girls gives boys the chance to develop without pressure to conform to a stereotype, the US study says.

Boys at single sex schools were said to be more likely to get involved in cultural and artistic activities that helped develop their emotional expressiveness, rather than feeling they had to conform to the "boy code" of hiding their emotions to be a "real man".

The findings of the study go against received wisdom that boys do better when taught alongside girls.

Tony Little, headmaster of Eton, warned that boys were being failed by the British education system because it had become too focused on girls. He criticized teachers for failing to recognize that boys are actually more emotional than girls.

The research argued that boys often perform badly in mixed schools because they become discouraged when their female peers do better earlier in speaking and reading skills.

But in single-sex schools teachers can tailor lessons to boys' learning style, letting them move around the classroom and getting them to compete in teams to prevent boredom, wrote the study's author, Abigail James, of the University of Virginia.

Teachers could encourage boys to enjoy reading and writing with specifically "boy-focused" approaches such as themes and characters that appeal to them. Because boys generally have more acute vision, learn best through touch, and are physically more active, they need to be given "hands-on" lessons where they are allowed to walk around. "Boys in mixed schools view classical music as feminine and prefer the modern genre in which violence and sexism are major themes," James wrote.

Single-sex education also made it less likely that boys would feel they had to conform to a stereotype that men should be "masterful and in charge" in relationships. "In mixed schools, boys feel compelled to act like men before they understand themselves well enough to know what that means," the study reported.

57. The author believes that a single-sex school would _____.

- A. force boys to hide their emotions to be "real man"
- B. help to cultivate masculine aggressiveness in boys
- C. encourage boys to express their emotions more freely
- D. naturally reinforce in boys that traditional image of a man

58. It is commonly believed that in mixed schools boys _____.

- A. perform relatively better
- B. grow up more healthily
- C. behave more responsibly
- D. receive a better education

59. What does Tony Little say about the British education system?

- A. It fails more boys than girls academically.
- B. It focuses more on mixed school education.
- C. It fails to give boys the attention they need.
- D. It places more pressure on boys than on girls.

60. According to Abigail James, one of the advantages of single-sex schools is _____.

- A. teaching can be tailored to suit the characteristics of boys
- B. boys can focus on their lessons without being distracted
- C. boys can choose to learn whatever they are interested in
- D. teaching can be designed to promote boys' team spirit

61. Which of the following is characteristic of boys according to Abigail James' report?

- A. They enjoy being in charge
- B. They conform to stereotypes
- C. They have sharper vision
- D. They are violent and sexist

Passage Two

Questions 62 to 66 are based on the following passage.

It's an annual argument. Do we or do we not go on holiday? My partner says no because the boiler could go, or the roof fall off, and we have no savings to save us. I say that you only live once and we work hard and what's the point if you can't go on holiday. The joy of a recession means no argument next year - we just won't go.

Since money is known to be one of the things most likely to bring a relationship to its knees, we should be grateful. For many families the recession means more than not booking a holiday. A YouGov poll of 2,000 people found 22% said they were arguing more with their partners because of concerns about money. What's less clear is whether divorce and separation rates rise in a recession - financial pressures mean couples argue more but make splitting up less affordable. A recent research shows arguments about money were especially damaging to couples. Disputes were characterized by intense verbal aggression, tended to be repeated and not resolved, and made men, more than women, extremely angry.

Kim Stephenson, an occupational psychologist, believes money is such a big deal because of what it symbolizes, which may be different things to men and women. "People can say the same things about money but have different conceptions of what it is for," he explains. "They will say it's to save, to spend, for security, for freedom, to show someone you love them". He says men are more likely to see money as a way of buying status and of showing their parents that they've achieved something.

"The biggest problem is that couples assume each other knows what is going on with their finances, but they don't. There seems to be more of a taboo about talking about money than talking about death. But you both need to know what you are doing, who is paying what into the joint account and how much you keep separately. In a healthy relationship you don't have to agree about money, but you have to talk about it."

62. What does the author say about vacationing?

- A. People enjoy it all the more during a recession.
- B. Few people can afford it without working hard.
- C. It makes all the hard work worthwhile.
- D. It is the chief cause of family disputes.

63. What does the author mean by saying "money is known... to bring a relationship to its knees" (Line1 Para. 2)?

- A. Money is considered to be the root of all evils.
 - B. Some people sacrifice their dignity for money.
 - C. Few people can resist the temptation of money.
 - D. Disputes over money may ruin a relationship.
64. The YouGov poll of 2000 people indicates that in a recession _____.
- A. conflicts between couples tend to rise
 - B. it is more expensive for couples to split up
 - C. couples show more concern for each other
 - D. divorce and separation rates increase
65. What does Kim Stephenson believe?
- A. Money is often a symbol of a person's status.
 - B. Money means a great deal to both men and women.
 - C. Men and women spend money on different things.
 - D. Men and women view money in different ways.
66. The author suggests at the end of the passage that couples should _____.
- A. put their money together instead of keeping it separately
 - B. make efforts to reach agreement on their family budgets
 - C. discuss money matters to maintain a healthy relationship
 - D. avoid arguing about money matters to remain romantic

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Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Small Schools Rising

This year's list of the top 100 high schools shows that today, those with fewer students are flourishing.

Fifty years ago, they were the latest thing in educational reform: big, modern, suburban high schools with students counted in the thousands. As baby boomers(□□□□□□□□□□) came of high-school age, big schools promised economic efficiency. A greater choice of courses, and, of course, better football teams. Only years later did we understand the trade-offs this involved: the creation of excessive bureaucracies(□□□□), the difficulty of forging personal connections between teachers and students. SAT scores began dropping in 1963; today, on average, 30% of students do not complete high school in four years, a figure that rises to 50% in poor urban neighborhoods. While the emphasis on teaching to higher, test-driven standards as set in No Child Left Behind resulted in significantly better performance in elementary (and some middle) schools, high schools for a variety of reasons seemed to have made little progress.

Size isn't everything, but it does matter, and the past decade has seen a noticeable countertrend toward smaller schools. This has been due, in part, to the Bill and Melinda Gates Foundation, which has invested \$1.8 billion in American high schools, helping to open about 1,000 small schools-most of them with about 400 kids each with an average enrollment of only 150 per grade. About 500 more are on the drawing board. Districts all over the country are taking notice, along with mayors in cities like New York, Chicago and San Diego. The movement includes independent public charter schools, such as No.1 BASIS in Tucson, with only 120 high-schoolers and 18 graduates this

year. It embraces district-sanctioned magnet schools, such as the Talented and Gifted School, with 198 students, and the Science and Engineering Magnet, with 383, which share a building in Dallas, as well as the City Honors School in Buffalo, N.Y., which grew out of volunteer evening seminars for students. And it includes alternative schools with students selected by lottery(), such as H-B Woodlawn in Arlington, Va. And most noticeable of all, there is the phenomenon of large urban and suburban high schools that have split up into smaller units of a few hundred, generally housed in the same grounds that once boasted thousands of students all marching to the same band.

Hillsdale High School in San Mateo, Calif, is one of those, ranking No.423—among the top 2% in the country—on Newsweek's annual ranking of America's top high schools. The success of small schools is apparent in the listings. Ten years ago, when the first Newsweek list based on college-level test participation was published, only three of the top 100 schools had graduating Classes smaller than 100 students. This year there are 22. Nearly 250 schools on the full, Newsweek list of the top 5% of schools nationally had fewer than 200 graduates in 2007.

Although many of Hillsdale's students came from wealthy households, by the late 1990 average test scores were sliding and it had earned the unaffectionate nickname() "Hillsjail." Jeff Gilbert. A Hillsdale teacher who became principal last year, remembers sitting with other teachers watching students file out of a graduation ceremony and asking one another in astonishment, "How did that student graduate?"

So in 2003 Hillsdale remade itself into three "houses," romantically named Florence, Marrakech and Kyoto. Each of the 300 arriving ninth graders are randomly() assigned to one of the houses. Where they will keep the same four core subject teachers for two years, before moving on to another for 11th and 12th grades. The closeness this system cultivates is reinforced by the institution of "advisory" classes Teachers meet with students in groups of 25, five mornings a week, for open-ended discussions of everything from homework problems to bad Saturday-night dates. The advisers also meet with students privately and stay in touch with parents, so they are deeply invested in the students' success." We're constantly talking about one another's advisers," says English teacher Chris Crockett. "If you hear that yours isn't doing well in math, or see them sitting outside the dean's office, it's like a personal failure." Along with the new structure came a more demanding academic program, the percentage of freshmen taking biology jumped from 17 to 95."It was rough for some. But by senior year, two-thirds have moved up to physics," says Gilbert "Our kids are coming to school in part because they know there are adults here who know them and care for them." But not all schools show advances after downsizing, and it remains to be seen whether smaller schools will be a cure-all solution.

The Newsweek list of top U.S. high schools was made this year, as in

years past, according to a single metric, the proportion of students taking college-level exams. Over the years this system has come in for its share of criticism for its simplicity. But that is also its strength: it's easy for readers to understand, and to do the arithmetic for their own schools if they'd like.

Ranking schools is always controversial, and this year a group of 38 superintendents() from five states wrote to ask that their schools be excluded from the calculation. "It is impossible to know which high schools are 'the best' in the nation," their letter read. in part. "Determining whether different schools do or don't offer a high quality of education requires a look at a man's different measures, including students' overall academic accomplishments and their subsequent performance in college. And taking into consideration the unique needs of their communities."

In the end, the superintendents agreed to provide the data we sought, which is, after all, public information. There is, in our view, no real dispute here, we are all seeking the same thing, which is schools that better serve our children and our nation by encouraging students to tackle tough subjects under the guidance of gifted teachers. And if we keep working toward that goal, someday, perhaps a list won't be necessary.

1. Fifty years ago, big Modern Suburban high schools were established in the hope of _____.

- A) ensuring no child is left behind
- B) increasing economic efficiency
- C) improving students' performance on SAT
- D) providing good education for baby boomers

2. What happened as a result of setting up big schools?

- A) Teachers' workload increased.
- B) Students' performance declined.
- C) Administration became centralized.
- D) Students focused more on test scores.

3. What is said about the schools funded by the Bill and Melinda Gates foundation?

- A) They are usually magnet schools.
- B) They are often located in poor neighborhoods.
- C) They are popular with high-achieving students.
- D) They are mostly small in size.

4. What is most noticeable about the current trend in high school education?

- A) Some large schools have split up into smaller ones.
- B) A great variety of schools have sprung up in urban and suburban areas.
- C) Many schools compete for the Bill and Melinda Gates Foundation funds.
- D) Students have to meet higher academic standards.

5. Newsweek ranked high schools according to _____.

- A) their students' academic achievement
- B) the number of their students admitted to college
- C) the size and number of their graduating classes
- D) their college-level test participation

6. What can we learn about Hillsdale's students in the late 1990s?

- A) They were made to study hard like prisoners.
 - B) They called each other by unaffectionate nicknames.
 - C) Most of them did not have any sense of discipline,
 - D) Their school performance was getting worse.
7. According to Jeff Gilbert, the "advisory" classes at Hillsdale were set up so that students could _____.
- A) tell their teachers what they did on weekends
 - B) experience a great deal of pleasure in learning
 - C) maintain closer relationships with their teachers
 - D) tackle the demanding biology and physics courses
8. _____ is still considered a strength of Newsweek's school ranking system in spite of the criticism it receives.
9. According to the 38 superintendents, to rank schools scientifically, it is necessary to use _____.
10. To better serve the children and our nation, schools' students to take _____.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

In times of economic crisis, Americans turn to their families for support. If the Great Depression is any guide, we may see a drop in our skyhigh divorce rate. But this won't necessarily represent an increase in happy marriages. In the long run, the Depression weakened American families, and the current crisis will probably do the same.

We tend to think of the Depression as a time when families pulled together to survive huge job losses. By 1932, when nearly one-quarter of the workforce was unemployed, the divorce rate had declined by around 25% from 1929. But this doesn't mean people were suddenly happier with their marriages. Rather, with incomes decreasing and insecure jobs, unhappy couples often couldn't afford to divorce. They feared neither spouse could manage alone.

Today, given the job losses of the past year, fewer unhappy couples will risk starting separate households. Furthermore, the housing market meltdown will make it more difficult for them to finance their separations by selling their homes.

After financial disasters family members also tend to do whatever they can to help each other and their communities. A 1940 book, *The Unemployed Man and His Family*, described a family in which the husband initially reacted to losing his job "with tireless search for work." He was always active, looking for odd jobs to do.

The problem is that such an impulse is hard to sustain. Across the country, many similar families were unable to maintain the initial boost in morale(□□). For some, the hardships of life without steady work eventually overwhelmed their attempts to keep their families together. The divorce rate rose again during the rest of the decade as the recovery took hold.

Millions of American families may now be in the initial stage of their responses to the current crisis, working together and supporting one another through the early months of unemployment.

Today's economic crisis could well generate a similar number of couples whose relationships have been irreparably(□□□□□) ruined. So it's only when the economy is healthy again that we'll begin to see just how many broken families have been created.

57. In the initial stage, the current economic crisis is likely to _____.

- A) tear many troubled families apart
- B) contribute to enduring family ties
- C) bring about a drop in the divorce rate
- D) cause a lot of conflicts in the family

58. In the Great Depression many unhappy couples close to stick together because _____.

- A) starting a new family would be hard
- B) they expected things would turn better
- C) they wanted to better protect their kids
- D) living separately would be too costly

59. In addition to job losses, what stands in the way of unhappy couples getting a divorce?

- A) Mounting family debts.
- B) A sense of insecurity.
- C) Difficulty in getting a loan.
- D) Falling housing prices.

60. What will the current economic crisis eventually do to some married couples?

- A) It will force them to pull their efforts together.
- B) It will undermine their mutual understanding.
- C) It will help strengthen their emotional bonds.
- D) It will irreparably damage their relationship.

61. What can be inferred from the last paragraph?

- A) The economic recovery will see a higher divorce rate.
- B) Few couples can stand the test of economic hardships.

- C) A stable family is the best protection against poverty.
- D) Money is the foundation of many a happy marriage.

Passage Two

Questions 62 to 66 are based on the following passage.

People are being lured(□□) onto Facebook with the promise of a fun, free service without realizing they're paying for it by giving up loads of personal information. Facebook then attempts to make money by selling their data to advertisers that want to send targeted messages.

Most Facebook users don't realize this is happening. Even if they know what the company is up to, they still have no idea what they're paying for Facebook because people don't really know what their personal data is worth.

The biggest problem, however, is that the company keeps changing the rules. Early on you could keep everything private. That was the great thing about Facebook - you could create your own little private network. Last year, the company changed its privacy rules so that many things - your city, your photo, your friends' names - were set, by default(□□) to be shared with everyone on the Internet.

According to Facebook's vice-president Elliot Schrage, the company is simply making changes to improve its service, and if people don't share information they have a "less satisfying experience".

Some critics think this is more about Facebook looking to make more money. In original business model, which involved selling ads and putting them at the side of the pages, totally flopped. Who wants to look at ads when they're online connecting with their friends?

The privacy issue has already landed Facebook in hot water in Washington. In April, Senator Charles Schumer called on Facebook to change its privacy policy. He also urged the Federal Trade Commission to set guidelines for social-networking sites. "I think the senator rightly communicated that we had not been clear about what the new products were and how people could choose to use them or not to use them," Schrage admits.

I suspect that whatever Facebook has done so far to invade our privacy, it's only the beginning. Which is why I'm considering deactivating(□□) my account. Facebook is a handy site, but I'm upset by the idea that my information is in the hands of people I don't. That's too high a price to pay.

62. What do we learn about Facebook from the first paragraph?

- A) It is a website that sends messages to targeted users.
- B) It makes money by putting on advertisements.
- C) It profits by selling its users' personal data.

D) It provides loads of information to its users.

63. What does the author say about most Facebook users?

A) They are reluctant to give up their personal information.

B) They don't know their personal data enriches Facebook.

C) They don't identify themselves when using the website.

D) They care very little about their personal information.

64. Why does Facebook make changes to its rules according to Elliot Schrage?

A) To render better service to its users. B) To conform to the Federal guidelines.

C) To improve its users' connectivity. D) To expand its scope of business.

65. Why does Senator Charles Schumer advocate?

A) Setting guidelines for advertising on websites.

B) Banning the sharing of users' personal information.

C) Formulating regulations for social-networking sites.

D) Removing ads from all social-networking sites.

66. Why does the author plan to cancel his Facebook account?

A) He is dissatisfied with its current service. B) He finds many of its users untrustworthy.

C) He doesn't want his personal data abused. D) He is upset by its frequent rule changes.

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Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Should Sugar Be Regulated like Alcohol and Tobacco?

Sugar poses enough health risks that it should be considered a controlled substance just like alcohol and tobacco, argue a team of researchers from the University of California, San Francisco (UCSF).

In an opinion piece called "The Toxic(□□□) Truth About Sugar" published Feb.1 in Nature, Robert Lustig, Laura Schmidt and Claire Brindis argue that it's wrong to consider sugar just "empty calories." They write: "There is nothing empty about these calories. A growing body of scientific evidence is showing that fructose(□□) can trigger processes that lead to liver toxicity and a host of other chronic diseases. A little is not a problem, but a lot kills — slowly."

Almost everyone's heard of — or personally experienced — the well-known sugar high, so perhaps the comparison between sugar and alcohol or tobacco shouldn't come as a surprise. But it's doubtful that Americans will look favorably upon regulating their favorite vice. We're a nation that's sweet on sugar: the average U.S. adult downs 22 teaspoons of sugar a day, according to the American Heart Association, and surveys have found that teens swallow 34 teaspoons.

To counter our consumption, the authors advocate taxing sugary foods and controlling sales to kids under 17. Already, 17% of U.S. children and teens are obese(□□), and across the world the sugar intake(□□) has increased three times in the past 50 years. The increase has helped create a global obesity

plague that contributes to 35 million annual deaths worldwide from noninfectious diseases including cancer, heart disease and diabetes. Linda Matzigkeit, a senior vice president at Children's Healthcare, said "We have to do something about this or our country is in danger. It's not good if your state has the second-highest obesity rate. Obese children turn into obese adults."

"There are good calories and bad calories, just as there are good fats and bad fats, good amino acids(□□□) and bad amino acids," Lustig, director of the Weight Assessment for Teen and Child Health program at UCSF, said in a statement. "But sugar is toxic beyond its calories."

The food industry tries to imply that "a calorie is a calorie is a calorie," says Kelly Brownell, director of the Rudd Center for Food Policy and Obesity at Yale University. "But this and other research suggests there is something different about sugar," says Brownell.

The UCSF report emphasizes the metabolic(□□□□) effects of sugar. Excess sugar can alter metabolism, raise blood pressure, affect the signaling of hormones and damage the liver — outcomes that sound suspiciously similar to what can happen after a person drinks too much alcohol. Schmidt, co-chair of UCSF's Community Engagement and Health Policy program, noted on CNN: "When you think about it, this actually makes a lot of sense. Alcohol, after all, is simply made from sugar. Where does vodka come from? Sugar."

But there are also other areas of impact that researchers have investigated: the effect of sugar on the brain and how liquid calories are interpreted differently by the body than solids. Research has suggested that sugar activates the same reward pathways in the brain as traditional drugs of abuse like morphine or heroin. No one is claiming the effect of sugar is quite that strong, but, says Brownell, "it helps confirm what people tell you sometimes, that they hunger for sugar and have withdrawal symptoms when they stop eating it."

There's also something particularly tricky about sugary drinks. "When calories come in liquids, the body doesn't feel as full," says Brownell. "People are getting more of their calories than ever before from sugared drinks."

Other countries, including France, Greece and Denmark, impose soda taxes, and the concept is being considered in at least 20 U.S. cities and states. Last summer, Philadelphia came close to passing a 2-cents-per-ounce soda tax. The Rudd Center has been a strong advocate of a more modest 1-cent-per-punce tax. But at least one study, from 2010, has raised doubts that soda taxes would result in significant weight loss: apparently people who are determined to eat — and drink — unhealthily will find ways to do it. Teens — no surprise — are good at finding ways to get the things they can't have, so state policies banning all sugar-sweetened drinks from public schools and providing only water, milk or 100% fruit juices haven't had the intended effect of steering kids away from drinking sugared drinks: the average teen consumes about 300 calories per day — that's nearly 15% of his daily calories — in sweetened drinks, and the food and drink industry is only too happy to

feed this need.

Ultimately, regulating sugar will prove particularly tricky because it goes beyond health concerns; sugar, for so many people, is love. A plate of cut-up vegetables just doesn't pack the same emotional a cupcake and not an apple as an after-school treat today. We don't do that regularly — it's the first time this school year, actually — and that's what made it special. As a society, could we ever reach the point where we'd think apples — not a cupcake — are something to get excited over? Says Brindis, one of the report's authors and director of UCSF's Philip R. Lee Institute for Health Policy Studies: "We recognize that there are cultural and celebratory aspects of sugar. Changing these patterns is very complicated."

For inroads(□□) to be made, say the authors in their statement, people have to be better educated about the hazards of sugar and agree that something's got to change:

Many of the interventions(□□) that have reduced alcohol and tobacco consumption can be models for addressing the sugar problem, such as imposing special sales taxes, controlling access, and tightening licensing requirements on vending machines(□□□□□) and snack-bars sell high sugar products in schools and workplaces.

"We're not talking prohibition," Schmidt said. "We're not advocating a major imposition of the government into people's lives. We're talking about gentle ways to make sugar consumption slightly less convenient, thereby moving people away from the concentrated does. What we want is to actually increase people's choices by making foods that aren't loaded with sugar comparatively easier and cheaper to get."

1. Why do some researchers think sugar should be considered "a controlled substance"?

[A] It contains nothing but empty calories. [B] It is as harmful as morphine and heroin.

[C] It works the same way as alcohol and tobacco in the human body.

[D] Excessive intake of sugar results in liver toxicity and various diseases.

2. What might be Americans' attitude towards government regulation of sugar consumption?

[A] Enthusiastic. [B] Indifferent. [C] Disapproving. [D] Supportive.

3. What is a consequence of excessive sugar intake worldwide?

[A] It contributes to 35 million noninfectious disease-related deaths a year.

[B] It has increased the death toll nearly three times in the past 50 years.

[C] It contributes to the rise of prices of sugar and sugary foods.

[D] It has increased the global obesity rate to some 17 percent.

4. The food industry tries to relieve the public worry about sugar intake by suggesting that _____.

[A] sugar is no more than a source of energy

[B] sugar is not harmful like alcohol or tobacco

[C] the hazard of sugar to the body is exaggerated

- [D] the consumption of sugar is easily controllable
5. According to Brownell, liquid sugar _____.
[A] is especially attractive to young children
[B] is much easier and quicker to absorb than solid sugar
[C] effectively stimulates people's appetite
[D] increases your calorie intake without your knowing it
6. What does the author think of the practice of imposing sugar taxes?
[A] It will harm the food and drink industry. [B] It is unlikely to yield the intended effect.
[C] It is likely to alter people's eating habits. [D] It can steer kids away from sugar foods.
7. Regulating sugar will prove tricky because _____.
[A] people consume sugar in large quantities [B] nothing has been found to replace sugar
[C] sugar may convey a sense of love [D] many foods will become tasteless
8. In order to reduce sugar consumption, education should be conducted to raise people's awareness of its _____.
9. To address the sugar problem, the author suggests that the licensing requirements on vending machines and snack-bars selling high sugar products be _____.
10. A gentle way to steer people away from sugar is to make inexpensive, low-sugar foods _____.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

I've worked in the factories surrounding my hometown every summer since I graduated from high school, but making the transition() between school and full-time blue-collar work during the break never gets any easier. For a student like me who considers any class before noon to be uncivilized, getting to a factory by 6 o'clock each morning is torture. My friends never seem to understand why I'm so relieved to be back at school or that my summer vacation has been anything but a vacation.

There're few people as self-confident as a college student who has never been out in the real world. People my age always seem to overestimate the value of their time and knowledge. In fact, all the classes did not prepare me for my battles with the machine I ran in the plant, which would jam whenever I absent-mindedly put in a part backward or upside down.

The most stressful thing about blue-collar life is knowing your job could disappear overnight. Issues like downsizing() and overseas relocation had always seemed distant to me until my co-workers told me that the until I was working in would shut down within six months and move to Mexico, where people would work for 60 cents and hour.

After working 12-hour shifts in a factory, the other options have become only too clear. When I'm back at the university, skipping classes and turning in lazy re-writes seems too irresponsible after seeing what I would be doing without school. All the advice and public-service announcements about the value of an education that used to sound stale now ring true.

These lessons I'm learning, however valuable, are always tinged() with sense of guilt. Many people pass their lives in the places I briefly work, spending 30 years where I spend only two months at a time. "This job pays well, but it's hell on the body," said one co-worker. "Study hard and keep reading," she added.

My experiences in the factories have inspired me to make the most of my college years before I enter the real world for good.

57. How did the author look back on his summer days while at college?

[A] They brought him nothing but torture. [B] They were no holiday for him at all.

[C] They were a relief from his hard work at school.

[D] They offered him a chance to know more people.

58. What does the author say about college students?

[A] They expect too much from the real world. [B] They have little interest in blue-collar life.

[C] They think too highly of themselves. [D] They are confident of their future.

59. What, according to the author, is most frustrating for blue-collar workers?

[A] They do not get decent pay. [B] They do not have job security.

[C] They have to work 12-hour shifts. [D] They have to move from place to place.

60. In what important way has the author's work experience changed him?

[A] He learned to be more practical. [B] He acquired a sense of urgency.

[C] He came to respect blue-collar workers. [D] He came to appreciate his college education.

61. Why does the author feel somewhat guilty?

[A] He realizes there is a great divide between his life and that of blue-collar workers.

[B] He looks down upon the mechanical work at the assembly life.

[C] He has not done much to help his co-workers at the factory.

[D] He has stayed at school just for the purpose of escaping from the real world.

Passage Two

Questions 62 to 66 are based on the following passage.

Are people suffering from gadget(□□□) overload? Are they exhausted by the consumer equivalent of the brain fatigue - information overload - that is caused by constant updates of devices and online media?

Underwriters Laboratories issued a report last week that found 48% of consumers "feel high-tech manufacturers bring new products to market faster than people need them."

There are two possible explanations. The first, obvious one is that the pace of innovation(□□) is too fast for consumers. The second, less obvious one is that, innovation is too slow. That is the new offerings companies are pushing out the door every six months or so are me-too products or ones with just a couple of new features. Marketing schedules, not product innovation, are driving the corporate(□□□) train. Manufacturers in American valued "spend to market" more than in other countries, the report found.

Sara Greenstein, Underwriters Laboratories' chief strategy officer, offered her interpretation of the survey results, "Innovation is too fast only if corners are cut."

For the high-tech sector, there are a few other interesting findings. Consumers are less concerned about safety in high-tech products than categories like fresh and processed food. But their top safety concerns are emissions and wireless radio waves. Many people, it seems, are uneasy living in a thickening cloud of radio waves from mobile phone towers and the gadgets they communicate with.

A finding that was a bit surprising is that to consumers, the inner parts of high-tech devices do apparently matter. Some 55% of consumers, according to the report, said they are "more" concerned about high-tech components come from than where the product was assembled."

The report doesn't really say how that information would affect consumer buying decisions. It could be complicated. Manufacturing companies on average rely on more than 35 contract suppliers around the world to create a single product. That number would be higher for a smartphone or laptop.

But maybe some sort of supply-chain labeling showing where parts come from in a product? "We're working on it," Ms. Greenstein said.

62. What is the finding in Underwriters Laboratories' report about many consumers?

[A] They are exhausted by the information overload.

- [B] They are tired of the constant updating of devices.
[C] They feel products are updated faster than needed.
[D] They have difficulty following high-tech innovations.
63. What does the author mean by "me-too products"?
[A] Products with on substantial difference. [B] Products tailored to individual users.
[C] Products everyone is eager to possess. [D] Products companies compete a make.
64. What do American businesses give priority to when marketing their products?
[A] The constant updating of their technology. [B] The speed of putting them on the market.
[C] The quality of their new products. [D] The pace of product innovation.
65. What is the consumers' chief concern about high-tech products?
[A] User-friendliness. [B] Product quality. [C] Place of assembly. [D] Radio emissions.
66. Why does the author suggest supply-chain labeling?
[A] It guarantees the safe shipping of products.
[B] It promotes the competitiveness of the supplier.
[C] Consumers care about where components are made.
[D] Consumers tend to buy products they are familiar with.

□□□

Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

The Magician

The revolution that Steve Jobs led is only just beginning

When it came to putting on a show, nobody else in the computer industry, or any other industry for that matter, could match Steve Jobs. His product launches, at which he would stand alone on a black stage and produce as if by

magic an "incredible" new electronic gadget(□□□) in front of an amazed crowd, were the performances of a master showman. All computers do is fetch and work with number, he once explained, but do it fast enough and "the results appear to be magic". Mr. Jobs, who died recently aged 56, spent his life packaging that magic into elegantly designed, easy-to-use products.

The reaction to his death, with people leaving candles and flowers outside Apple stores and politicians singing praises on the internet, is proof that Mr. Jobs had become something much more significant than just a clever money-maker. He stood out in three ways - as a technologist, as a corporate(□□□) leader and as somebody who was able to make people love what had previously been impersonal, functional gadgets. Strangely, it is this last quality that may have the deepest effect on the way people live. The era of personal technology is in many ways just beginning.

As a technologist, Mr. Jobs was different because he was not an engineer - and that was his great strength. Instead he was keenly interested in product design and aesthetics(□□), and in making advanced technology simple to use. He repeatedly took an existing but half-formed idea - the mouse-driven computer, the digital music player, the smartphone, the tablet computer(□□□ □) - and showed the rest of the industry how to do it properly. Rival firms competed with each other to follow where he led. In the process he brought about great changes in computing, music, telecoms and the news business that were painful for existing firms but welcomed by millions of consumers.

Within the wider business world, a man who liked to see himself as a hippy(□□□), permanently in revolt against big companies, ended up being hailed by many of those corporate giants as one of the greatest chief executives of his time. That was partly due to his talents: showmanship, strategic vision, an astonishing attention to detail and a dictatorial management style which many bosses must have envied. But most of all it was the extraordinary trajectory(□□) of his life. His fall from grace in the 1980s, followed by his return to Apple in 1996 after a period in the wilderness, is an inspiration to any businessperson whose career has taken a turn for the worse. The way in which Mr. Jobs revived the failing company he had co-founded and turned it into the world's biggest tech firm (bigger even than Bill Gates's Microsoft, the company that had outsmarted Apple so dramatically in the 1980s), sounds like something from a Hollywood mov.

But what was perhaps most astonishing about Mr. Jobs was the absolute loyalty he managed to inspire in customers. Many Apple users feel themselves to be part of a community, with Mr. Jobs as its leader. And there was indeed a personal link. Apple's products were designed to accord with the boss's tastes and to meet his extremely high standards. Every iPhone or MacBook has his fingerprints all over it. His great achievement was to combine an emotional spark with computer technology, and make the resulting product feel personal. And that is what put Mr. Jobs on the right side of history, as technological innovation(□□) has moved into consumer electronics over the

past decade.

As our special report in this issue (printed before Mr. Jobs's death) explains, innovation used to spill over from military and corporate laboratories to the consumer market, but lately this process has gone into reverse. Many people's homes now have more powerful, and more flexible, devices than their offices do; consumer gadgets and online services are smarter and easier to use than most companies' systems. Familiar consumer products are being adopted by businesses, government and the armed forces. Companies are employing in-house versions of Facebook and creating their own "app stores" to deliver software to employees. Doctors use tablet computers for their work in hospitals. Meanwhile, the number of consumers hungry for such gadgets continues to swell. Apple's products are now being snapped up in Delhi and Dalian just as in Dublin and Dallas.

Mr. Jobs had a reputation as a control freak(□□), and his critics complained that the products and systems he designed were closed and inflexible, in the name of greater ease of use. Yet he also empowered millions of people by giving them access to cutting-edge technology. His insistence on putting users first, and focusing on elegance and simplicity, has become deep-rooted in his own company, and is spreading to rival firms too. It is no longer just at Apple that designers ask: "What would Steve Jobs do?"

The gap between Apple and other tech firms is now likely to narrow. This week's announcement of a new iPhone by a management team led by Tim Cook, who replaced Mr. Jobs as chief executive in August, was generally regarded as competent but uninspiring. Without Mr. Jobs to shower his star dust on the event, it felt like just another product launch from just another technology firm. At the recent unveiling of a tablet computer by Jeff Bezos of Amazon, whose company is doing the best job of following Apple's lead in combining hardware, software, content and services in an easy-to-use bundle, there were several attacks at Apple. But by doing his best to imitate Mr. Jobs, Mr. Bezos also flattered(□□) him. With Mr. Jobs gone, Apple is just one of many technology firms trying to arouse his uncontrollable spirit in new products.

Mr. Jobs was said by an engineer in the early years of Apple to emit a "reality distortion(□□) field", such were his powers of persuasion. But in the end he created a reality of his own, channelling the magic of computing into products that reshaped entire industries. The man who said in his youth that he wanted to "put a ding in the universe" did just that.

1. We learn from the first paragraph that nobody could match Steve Jobs in _____.

A) intelligence B) showmanship C) magic power D) persuasion skills

2. What did Steve Jobs do that most deeply affected people's way of life?

A) He invented lots of functional gadgets.

B) He kept improving computer technology.

C) He started the era of personal technology.

D) He established a new style of leadership.

3. Where did Mr. Jobs's great strength lie?
- A) His profound insight about consumers' needs in general.
 - B) His keen interest in designing elegant and user-friendly gadgets.
 - C) His firm determination to win in the competition against his rivals.
 - D) His rich knowledge as a computer scientist and electronic engineer.
4. Many corporate giants saw Steve Jobs as _____.
- A) one of the greatest chief executives of his time
 - B) a dictator in the contemporary business world
 - C) an unbeatable rival in the computer industry
 - D) the most admirable hippy in today's world
5. For those who have suffered failures in business, Steve Jobs's life experience serves as _____.
- A) a symbol B) a standard C) an ideal D) an inspiration
6. What was the most astonishing part of Mr. Jobs's success?
- A) He turned a failing company into a profitable business.
 - B) He set up personal links with many of his customers.
 - C) He commanded absolute loyalty from Apple users.
 - D) He left his fingerprints all over Apple products.
7. What is mentioned in this issue's special report about innovation nowadays?
- A) It benefits civilians more than the military.
 - B) New products are first used in the military.
 - C) Many new ideas first appear on the internet.
 - D) It originates in the consumer market.
8. In spite of the user-friendliness of Apple products, critics complained that they were _____.
9. Amazon, by having hardware, software, content and services _____ in an easy-to-use bundle, did the best job in following Apple's lead.
10. By channelling the magic of computing into products, Steve Jobs had succeeded in . _____.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

As you are probably aware, the latest job markets news isn't good: Unemployment is still more than 9 percent, and new job growth has fallen close to zero. That's bad for the economy, of course. And it may be especially discouraging if you happen to be looking for a job or hoping to change careers right now. But it actually shouldn't matter to you nearly as much as you think.

That's because job growth numbers don't matter to job hunters as much as job turnover(□□□□) data. After all, existing jobs open up every day due to promotions, resignations, terminations(□□), and retirements. (Yes, people are retiring even in this economy.) In both good times and bad, turnover creates more openings than economic growth does. Even in June of 2007, when the economy was still moving ahead, job growth was only 132,000, while turnover was 4.7 million!

And as it turns out, even today - with job growth near zero - over 4 million job hunters are being hired every month.

I don't mean to imply that overall job growth doesn't have an impact on one's ability to land a job. It's true that if total employment were higher, it would mean more jobs for all of us to choose from (and compete for). And it's true that there are currently more people applying for each available job opening, regardless of whether it's a new one or not.

But what often distinguishes those who land jobs from those who don't is their ability to stay motivated. They're willing to do the hard work of identifying their valuable skills; be creative about where and how to look; learn how to present themselves to potential employers; and keep going, even after repeated rejections. The Bureau of Labor Statistics data shows that 2.7 million people who wanted and were available for work hadn't looked within the last four weeks and were no longer even classified as unemployed.

So don't let the headlines fool you into giving up. Four million people get hired every month in the U.S. You can be one of them.

57. The author tends to believe that high unemployment rate _____.

- A) deprives many people of job opportunities
- B) prevents many people from changing careers
- C) should not stop people from looking for a job
- D) does not mean the U.S. economy is worsening

58. Where do most job openings come from?

- A) Job growth. B) Job turnover. C) Improved economy. D) Business expansion.

59. What does the author say about overall job growth?

- A) It doesn't have much effect on individual job seekers.
- B) It increases people's confidence in the economy.
- C) It gives a ray of hope to the unemployed.

- D) It doesn't mean greater job security for the employed.
60. What is the key to landing a job according to the author?
A) Education. B) Intelligence. C) Persistence. D) Experience.
61. What do we learn from the passage about the unemployment figures in the U.S.?
A) They clearly indicate how healthy the economy is.
B) They provide the public with the latest information.
C) They warn of the structural problems in the economy.
D) They exclude those who have stopped looking for a job.

Passage Two

Questions 62 to 66 are based on the following passage.

Our risk of cancer rises dramatically as we age. So it makes sense that the elderly should be routinely screened for new tumors - or doesn't it?

While such vigilant(□□□) tracking of cancer is a good thing in general, researchers are increasingly questioning whether all of this testing is necessary for the elderly. With the percentage of people over age 65 expected to nearly double by 2050, it's important to weigh the health benefits of screening against the risks and costs of routine testing.

In many cases, screening can lead to surgeries to remove cancer, while the cancers themselves may be slow-growing and may not pose serious health problems in patients' remaining years. But the message that everyone must screen for cancer has become so deep-rooted that when health care experts recommended that women under 50 and over 74 stop screening for breast cancer, it caused a riotous reaction among doctors, patients and advocacy groups.

It's hard to uproot deeply held beliefs about cancer screening with scientific data. Certainly, there are people over age 75 who have had cancers detected by routine screening, and gained several extra years of life because of treatment. And clearly, people over age 75 who have other risk factors for cancer, such as a family history or prior personal experience with the disease, should continue to get screened regularly. But for the remainder, the risk of cancer, while increased at the end of life, must be balanced with other factors like remaining life expectancy(□□□□).

A recent study suggests that doctors start to make more objective decisions about who will truly benefit from screening - especially considering the explosion of the elderly that will soon swell our population.

It's not an easy calculation to make, but one that makes sense for all patients. Dr. Otis Brawley said, "Many doctors are ordering screening tests purely to cover themselves. We need to think about the rational use of health

care."

That means making some difficult decisions with elderly patients, and going against the misguided belief that when it comes to health care, more is always better.

62. Why do doctors recommend routine cancer screening for elderly people?

A) It is believed to contribute to long life. B) It is part of their health care package.

C) The elderly are more sensitive about their health.

D) The elderly are in greater danger of tumor growth.

63. How do some researchers now look at routine cancer screening for the elderly?

A) It adds too much to their medical bills. B) It helps increase their life expectancy.

C) They are doubtful about its necessity. D) They think it does more harm than good.

64. What is the conventional view about women screening for breast cancer?

A) It applies to women over 50. B) It is a must for adult women.

C) It is optional for young women. D) It doesn't apply to women over 74.

65. Why do many doctors prescribe routine screening for cancer?

A) They want to protect themselves against medical disputes.

B) They want to take advantage of the medical care system.

C) They want data for medical research. D) They want their patients to suffer less.

66. What does the author say is the general view about health care?

A) The more, the better. B) Prevention is better than cure.

C) Better early than late. D) Better care, longer life.

□□□

Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Suffering in silence

Despite a law designed to protect them, many people with disabling conditions are unaware of their rights. Carole Concha-Bell tells of her experiences.

Being diagnosed with a disabling condition is always a shock. Learning to live without the guarantee of health is like having to unlearn a previous life. The implications for your working life may seem intimidating.

There is the Disability Discrimination Act (DDA), of course. But does it really provide the protection in the workplace that parliament intended? Are employers merely paying lip service to the DDA? Or are they even aware of an employer's legal duties and responsibilities?

In my experience, it is the latter. I have received little support from employers to whom I have revealed my condition. This has often left me feeling at a disadvantage and wondering why I bothered doing so in the first place.

I had been struggling with illness long before I was diagnosed. In practical terms the diagnosis did little to aid me. Of course, it enabled me to understand my body, my limitations and set me on a course to stabilise my symptoms. But it brought a new dilemma. Where I had previously struggled to work while ill, ignorant of why my body was misbehaving, I now had a name for my daily struggle: Lupus(□□). This is a chronic(□□□) auto-immune disorder that can affect virtually any system in the body. It also leaves a huge, dark question hanging over my head when seeking employment: should I tell my employers I have a condition? It is a dilemma that continues to be a root cause of anxiety both for myself and for thousands of other UK employees.

The rocky road to my unfortunate enlightenment about work and disability began just after graduation when I'd set my sights on a career in communications and landed my dream job with a respected public relations consultancy(□□□□) in Bristol. But while I was learning the art of media relations, my body wasn't quite making it in health terms. I often went to work with swollen limbs and fevers. At my first and last performance review, my boss was amazed that, despite my many capabilities, I hadn't quite taken control of my responsibilities. A few months later, my contract wasn't renewed and I plunged further into new depths of ill health.

However, I was determined not to be beaten and returned to the interview trail. My next job was in publishing. But despite a shining performance at the interview, I felt like a fraud. How long would it be before I sank into ill health and depression again?

The job was to end with a monumental bang when I became so poorly I could no longer function. A few feverish weeks in bed ended in specialist appointment, where I was diagnosed with Lupus and rushed into hospital for fear that it may have attacked my internal organs.

The next 12 months were filled with confusion. I had no idea about benefits, felt alienated(□□□□□) by the medical establishment and lived off my

savings until I was broke. I realised I needed help from my family and moved to London.

As soon as I felt better, I marched into a marketing recruitment consultancy and, within 10 minutes, I had impressed the interviewer enough to be offered a job with the agency. We agreed on a decent salary and I told him I had arthritis(□□□) and would need to work a four-day week.

Things went well at the start but soon the client meetings began to fall on my day off, and I rarely left the office on time. I began to slip both in health and professional terms. The 10-hour days crashed around my head; no amount of make-up could disguise my ill health as I battled against the odds to prove to myself that I could still make it in the business world. I often cried on the bus on the way back from work.

Not long before my contract was due to be made permanent, I was called to the boss's office and given the "talk" about how my performance was slipping, how awful I looked. I felt too weak to fight back and agreed to leave. No attempts to offer adjustments to my job, such as being able to work from home, were ever made. I had a case for unfair dismissal under the DDA, but was ignorant of this at the time.

An estimated 10 million people in the UK, or 17% of the population, qualify for disability status under the DDA. I have encountered a number of them: the liver-diseased boss; the co-worker with a heart condition; and my asthmatic(□□□) trainee-teacher friend. None had disclosed(□□□) their conditions to employers, and all were feeling the strain of not doing so.

To access your rights under the DDA and to request "reasonable adjustments" to your working conditions or your workplace requires disclosure. I had warned my former employer about my condition but it served little purpose. They were ignorant about their obligations to their disabled staff.

However, there are plenty of forward-thinking organisations that have inclusive recruitment policies; are more likely to employ a worker with a disability; and are more aware of their legal duties. The public sector outperforms the private, but not always the voluntary, according to studies for the Disabilities Rights Commission.

I decided to give the voluntary sector a go and was surprised to be offered flexible working conditions and other solutions to meet my needs as an employee. But given the choice, I would still prefer a career in the private sector, which for me is more dynamic, has more attractive salaries and offers better prospects than the voluntary or public sectors.

Despite the advances of the DDA, there will always be an army of workers who will soldier on, maybe aware of their rights but choosing to remain silent for personal reasons. It is important, though, to recognize the significance of the act, the protection it affords and the obligations that employers have to us as employees and as human beings.

1. What is people's immediate response when they are first diagnosed with a

disabling condition?

- A) They report the situation to their employers.
- B) They come to realise the value of good health.
- C) They feel nervous about their work prospects.
- D) They try to seek protection from the DDA.

2. When the author revealed her condition to her employers, they _____.

- A) were quite sympathetic toward her
- B) did not give her the support she needed
- C) made adjustments to meet her needs
- D) were annoyed not to be informed earlier

3. When the author was diagnosed with Lupus, she was in a dilemma whether she should _____.

- A) ask for assistance from her fellow workers
- B) find employment at a different company
- C) ignore her limitations and struggle to work
- D) inform her employers of her disability status

4. The author lost her job at the public relations consultancy in Bristol because _____.

- A) her boss had found a much better replacement
- B) she was in no mood at all to discharge her duties
- C) her performance was disappointing to her boss
- D) she failed to show up for her performance review

5. Why did the author feel like a fraud when she got her second job?

- A) She knew she would fall ill any time again.
- B) She was not as competent as she appeared to be.
- C) She concealed the fact that she had just been fired.
- D) She pretended to be very keen on the job.

6. Why did the author move to London?

- A) To get help from her family. C) To start a consulting business.
- B) To receive better medical care. D) To seek a more suitable job.

7. The author worked hard at the marketing recruitment consultancy in order to _____.

- A) earn the boss's appreciation and clients' recognition
- B) demonstrate her strong willpower to conquer illness
- C) provide for herself without protection from the DDA
- D) prove herself capable of success in the business world

8. Although many people qualify for disability status in the UK, they would rather not tell their employers about _____.

9. The author was offered flexible working conditions in the voluntary sector, but if she had a choice, she would still like to work in _____.

10. The author stresses that it is important to recognise employers' _____ to their disabled employees.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

It's no secret that some of the resolutions that many of us vowed to pursue in the new year-eat healthy, lose weight, quit smoking, save more money have already fallen by the wayside.

Many of them are likely the same resolutions that we abandoned last January. And it's a good thing for those who sell health club memberships, quit-smoking programs and other products that help us think we can improve our lives.

Many gyms see new memberships double in January, making up for the third of their members who do not renew each year.

And many who sign up in January will be no-shows by February.

"If I try one quick fix and it doesn't work, I may be more likely to try the next quick fix," Lisa Lahey, who coaches executives how to sustain behavior change, told The Times.

The Biggest Loser Resort at Fitness Ridge doesn't offer any quick fixes, just a 12-hour schedule full of exercise, a 1,200-calories-a-day diet and a fee of \$2000 a week. The resort teaches its clients that "weight management" is a combination of fitness, diet and emotional health.

"Given my recent weight gain, and the fact that I was turning 50," Jennifer Conlin wrote in The Times, "I wanted to start a program that would make 2012 the year I finally got in shape."

"For years, the advice to the overweight people has been that we simply need to eat less and exercise more," Tara Parker-Pope wrote. "While there is truth to this guidance, it fails to take into account that the human body continues to fight against weight loss long after dieting has stopped. This translates into a sobering(□□□□) reality: once we become fat, most of us, despite our best efforts, will probably stay fat."

Of course this revelation(□□), it proven true by further study, is not good news for the weight-loss industry. But chances are it won't have much impact on the human tendency to resolve to get to the gym more and avoid chocolate cake when the clock strikes midnight on December 31.

57. What do we learn from the first paragraph about new year resolutions?
A) They are hard to sustain. B) They test one's strength.
C) They help shed bad habits. D) They promise a good year.
58. Who do new year resolutions eventually benefit?
A) Society in general. B) Business executives. C) Health club members. D) Health industries.
59. What is special about the Biggest Loser Resort's weight management program?
A) It gives top priority to emotional health. B) It does not resort to any quick fixes.
C) It focuses on one's behavior change. D) It is not cheap but extremely effective.
60. What happens when people stop dieting?
A) They regain their appetite. B) They usually stay in shape.
C) Their weight bounces back. D) Their health is likely to fail.
61. What do people tend to do about new year resolutions?
A) They keep making them year after year.
B) They abandon them once progress is made.
C) They keep trying until they finally succeed.
D) They make them for the sake of making them.

Passage Two

Questions 62 to 66 are based on the following passage.

When University of California-Berkeley released a study this month showing alarmingly high teacher turnover(□□□□) rates at Los Angeles charter schools, I wasn't surprised.

That's not a slam at local charter schools. It's just that the study echoed something I'd observed many times, starting with my niece.

Bright and cheerful, my niece longed to teach high-needs children. She started out in the San Francisco public schools, where she was assigned to the district's toughest elementary school. Fifth-graders threw chairs across the room-and at her. Parents refused to show up for conferences.

She wasn't willing to deal with this level of indifference and teacher abuse, so she switched to a highly regarded charter elementary school in the Bay Area where she poured her energy into her job and it showed. Her students' test scores were as high as those in a nearby wealthy school district, despite the obstacles these children faced.

Yet by her fourth year, my niece was worn out, depleted(□□) of the energy it took to work with a classroom of sweet but deeply needy children who pleaded to stay in her classroom when it was time to leave. The principal's

offer of a \$10000 raise couldn't stop her from giving notice. She went to work at that wealthy school district next door- for less money.

Over the years, I've met many impassioned() teachers at charter schools, only to call them the next year and find they've left. The authors of the Berkeley study theorize that the teachers leave because of the extraordinary demands; long hours, intense involvement in students' complicated lives, continual searches for new ways to raise scores. Even the strongest supporters of the reform movement concede that the task of raising achievement among disadvantaged students is hard work.

It's unlikely that we can build large-scale school reform on a platform of continual new demands on teachers - more time, more energy, more devotion, more responsibility - even if schools find ways to pay them better. This is the bigger challenge facing schools. We need a more useful answer to the Berkeley study than "Yeah, it's really hard work."

62. Why wasn't the author surprised at the high teacher turnover rates at Los Angeles charter schools?

- A) She had participated in the Berkeley study.
- B) She had noticed the phenomenon repeatedly.
- C) She had been involved in the local school reform.
- D) She had been informed of the problem by her niece.

63. What do we learn about the students in the public school the author's niece taught?

- A) They were undisciplined. B) They were tough and strong.
- C) Many of them enjoyed less parental care.
- D) Many of them dropped out of school halfway.

64. What does the author say about her niece's work in the charter elementary school?

- A) It won high praise from her school and colleagues.
- B) It was cited by the Berkeley study as an example.
- C) It contributed to the success of the school reform.
- D) It was well received by the disadvantaged children.

65. Why were the teacher turnover rates so high according to the Berkeley study?

- A) The students were indifferent to learning.
- B) Teachers' salary was not high enough.
- C) Teachers' work was too demanding.
- D) Jobs elsewhere were more meaningful.

66. What is the author's comment on the current school reform movement?

- A) It will give rise to more problems. B) It is not likely to be successful.
- C) It will have a positive impact on education.
- D) It demands the local authorities' support.

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Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Can Digital Textbook Truly Replace the Print Kind?

The shortcomings of traditional print edition textbooks are obvious: For starters they're heavy, with the average physics textbook weighing 3.6 pounds. They're also expensive, especially when you factor in the average college student's limited budget, typically costing hundreds of dollars every semester.

But the worst part is that print version of textbooks are constantly undergoing revisions. Many professors require that their students use only the latest versions in the classroom, essentially rendering older texts unusable. For students, it means they're basically stuck with a four pound paper-weight that they can't sell back.

Which is why digital textbooks, if they live up to their promise, could help ease many of these shortcomings. But till now, they've been something like a mirage(□□) in the distance, more like a hazy(□□□) dream than an actual reality. Imagine the promise: Carrying all your textbooks in a 1.3 pound iPad? It sounds almost too good to be true.

But there are a few pilot schools already making the transition(□□) over to digital books. Universities like Cornell and Brown have jumped onboard. And one medical program at the University of California, Irvine, gave their entire class iPads with which to download textbooks just last year.

But not all were eager to jump aboard.

"People were tired of using the iPad textbook besides using it for reading," says Kalpit Shah, who will be going into his second year at Irvine's medical program this fall. "They weren't using it as a source of communication because they couldn't read or write in it. So a third of the people in my program were using the iPad in class to take notes, the other third were using laptops and the last third were using paper and pencil."

The reason it hasn't caught on yet, he tells me, is that the functionality of e-edition textbooks is incredibly limited, and some students just aren't motivated to learn new study behavior.

But a new application called Inkling might change all that. The company just released an updated version last week, and it'll be utilized in over 50 undergraduate and graduate classrooms this coming school year.

"Digital textbooks are not going to catch on," says Inkling CEO Matt MacInnis as he's giving me a demo over coffee. "What I mean by that is the current perspective of the digital textbook is it's an exact copy of the print book. There's Course Smart, etc., these guys who take any image of the page and put it on a screen. If that's how we're defining digital textbooks, there's no hope of that becoming a mainstream product."

He calls Inkling a platform for publishers to build rich multimedia content from the ground up, with a heavy emphasis on real-world functionality. The traditional textbook merely serves as a skeleton.

At first glance Inkling is an impressive experience. After swiping into the iPad app, which you can get for free here, he opens up a few different types of textbooks.

Up first is a chemistry book. The boot time is pretty fast, and he navigates through a few chapters before swiping into a fully rendered 3D molecule that can be spun around to view its various building blocks. "Publishers give us all of the source media, artwork, videos," he says, "We help them think through how to actually build something for this platform."

Next he pulls up a music composition textbook, complete with playable demos. It's a learning experience that attacks you from multiple sensory directions. It's clear why this would be something a music major would love.

But the most exciting part about Inkling, to me, is its notation system. Here's how it works!

When you purchase a used print book, it comes with its previous owner's highlights and notes in the margins. It uses the experience of someone who already went through the class to help improve your reading (how much you trust each notation is obviously up to you).

But with Inkling, you can highlight a piece of content and make notes. Here's where things get interesting, though: If a particularly important passage is highlighted by multiple Inkling users, that information is stored on the cloud and is available for anyone reading the same textbook to come across. That means users have access to notes from not only their classmates and Facebook friends, but anyone who purchased the book across the country.

The best comments are then sorted democratically by a voting system, meaning that your social learning experience is shared with the best and brightest thinkers.

As a bonus, professors can even chime in (□□) on discussions. They'll be able to answer the questions of students who are in their class directly via the interactive book.

Of course, Inkling addresses several of the other shortcomings in traditional print as well. Textbook versions are constantly updated, motivating publishers by minimizing production costs (the big ones like McGraw-Hill are already onboard). Furthermore, students will be able to purchase sections of the text instead of buying the whole thing, with individual chapters costing as little as \$2.99.

There are, however, challenges.

"It takes efforts to build each book," MacInnis tells me. And it's clear why.

Each interactive textbook is a media-heavy experience built from the ground up, and you can tell that it takes a respectable amount of manpower to put together each one.

For now the app is also iPad-exclusive, and though a few of these educational institutions are giving the hardware away for free, for other students who don't have such a luxury it's an added layer of cost — and an expensive one at that.

But this much is clear. The traditional textbook model is and has been broken for quite some time. Whether digitally interactive ones like Inkling actually take off or not remains to be seen, and we probably won't have a definite answer for the next few years.

However the solution to any problem begins with a step in a direction. And at least for now, that hazy mirage in the distance? A little more tangible(□□□□), a little less of a dream.

1. The biggest problem with traditional print textbooks is that _____.

- A) they are not reused once a new edition comes out
- B) they cost hundreds of dollars every semester
- C) they are too heavy to carry around
- D) they take a longer time to revise

2. What does the author say about digital textbooks?

- A) It's not likely they will replace traditional textbooks.
- B) They haven't fixed all the shortcomings of print books.
- C) Very few of them are available in the market.
- D) Many people still have difficulty using them.

3. According to Kalpit Shah, some students still use paper and pencil because _____.

- A) they find it troublesome to take notes with an iPad
- B) they are unwilling to change their study behavior
- C) they have gotten tired of reading on the iPad
- D) they are not used to reading on the screen

4. Inkling CEO Matt MacInnis explains that the problem with Course Smart's current digital textbooks is that _____.
A) they have to be revised repeatedly B) they are inconvenient to use in class
C) they are different from most mainstream products
D) they are no more than print versions put on a screen
5. Matt MacInnis describes the updated version of Inkling as _____.
A) a good example of the mainstream products
B) a marvelous product of many creative ideas
C) a platform for building multimedia content
D) a mere skeleton of traditional textbooks
6. The author is most excited about Inkling's notation system because one can _____.
A) share his learning experience with the best and brightest thinkers
B) participate in discussions with classmates and Facebook friends
C) vote for the best learners democratically
D) store information on the cloud
7. One additional advantage of the interactive digital textbook is that _____.
A) students can switch to different discussions at any point
B) students can download relevant critical comments
C) professors can join in students' online discussions
D) professors can give prompt feedback to students' homework
8. One of the challenges to build an interactive digital textbook from the ground up is that it takes a great deal of _____.
9. One problem for students to replace traditional textbooks with interactive digital ones is the high _____ of the hardware.
10. According to the author, whether digital textbooks will catch on still _____.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

Junk food is everywhere. We're eating way too much of it. Most of us know what we're doing and yet we do it anyway.

So here's a suggestion offered by two researchers at the Rand Corporation: Why not take a lesson from alcohol control policies and apply them to where food is sold and how it's displayed?

"Many policy measures to control obesity() assume that people consciously and rationally choose what and how much they eat and therefore focus on providing information and more access to healthier foods," note the two researchers.

"In contrast," the researchers continue, "many regulations that don't assume people make rational choices have been successfully applied to control alcohol, a substance -- like food -- of which immoderate consumption leads to serious health problems."

The research references studies of people's behavior with food and alcohol and results of alcohol restrictions, and then lists five regulations that the researchers think might be promising if applied to junk foods. Among them:

Density restrictions: licenses to sell alcohol aren't handed out unplanned to all comers but are allotted() based on the number of places in an area that already sell alcohol. These make alcohol less easy to get and reduce the number of psychological cues to drink.

Similarly, the researchers say, being presented with junk food stimulates our desire to eat it. So why not limit the density of food outlets, particularly ones that sell food rich in empty calories? And why not limit sale of food in places that aren't primarily food stores?

Display and sales restrictions: California has a rule prohibiting alcohol displays near the cash registers in gas stations, and in most places you can't buy alcohol at drive-through facilities. At supermarkets, food companies pay to have their wares in places where they're easily seen. One could remove junk food to the back of the store and ban them from the shelves at checkout lines. The other measures include restricting portion sizes, taxing and prohibiting special price deals for junk foods, and placing warning labels on the products.

57. What does the author say about junk food?

- A) People should be educated not to eat too much.
- B) It is widely consumed despite its ill reputation.
- C) Its temptation is too strong for people to resist.
- D) It causes more harm than is generally realized.

58. What do the Rand researchers think of many of the policy measures to control obesity?

- A) They should be implemented effectively.
- B) They provide misleading information.
- C) They are based on wrong assumptions.
- D) They help people make rational choices.

59. Why do policymakers of alcohol control place density restrictions?

- A) Few people are able to resist alcohol's temptations.

- B) There are already too many stores selling alcohol.
 - C) Drinking strong alcohol can cause social problems.
 - D) Easy access leads to customers' over-consumption.
60. What is the purpose of California's rule about alcohol display in gas stations?
- A) To effectively limit the density of alcohol outlets.
 - B) To help drivers to give up the habit of drinking.
 - C) To prevent possible traffic jams in nearby areas.
 - D) To get alcohol out of drivers' immediate sight.
61. What is the general guideline the Rand researchers suggest about junk food control?
- A) Guiding people to make rational choices about food.
 - B) Enhancing people's awareness of their own health.
 - C) Borrowing ideas from alcohol control measures.
 - D) Resorting to economic, legal and psychological means

Passage Two

Questions 62 to 66 are based on the following passage.

Kodak's decision to file for bankruptcy(破产) protection is a sad, though not unexpected, turning point for a leading American corporation that pioneered consumer photography and dominated the film market for decades, but ultimately failed to adapt to the digital revolution.

Although many attribute Kodak's downfall to "complacency(自满)," that explanation doesn't acknowledge the lengths to which the company went to reinvent itself. Decades ago, Kodak anticipated that digital photography would overtake film - and in fact, Kodak invented the first digital camera in 1975 - but in a fateful decision, the company chose to shelf its new discovery to focus on its traditional film business.

It wasn't that Kodak was blind to the future, said Rebecca Henderson, a professor at Harvard Business School, but rather that it failed to execute on a strategy to confront it. By the time the company realized its mistake, it was too late.

Kodak is an example of a firm that was very much aware that they had to adapt, and spent a lot of money trying to do so, but ultimately failed. Large companies have a difficult time switching into new markets because there is a temptation to put existing assets into the new businesses.

Although Kodak anticipated the inevitable rise of digital photography, its corporate(企业) culture was too rooted in the successes of the past for it to make the clean break necessary to fully embrace the future. They were a company stuck in time. Their history was so important to them. Now their

history has become a liability.

Kodak's downfall over the last several decades was dramatic. In 1976, the company commanded 90% of the market for photographic film and 85% of the market for cameras. But the 1980s brought new competition from Japanese film company Fuji Photo, which undermined Kodak by offering lower prices for film and photo supplies. Kodak's decision not to pursue the role of official film for the 1984 Los Angeles Olympics was a major miscalculation. The bid went instead to Fuji, which exploited its sponsorship to win a permanent foothold in the marketplace.

62. What do we learn about Kodak?

- A) It went bankrupt all of a sudden. B) It is approaching its downfall.
- C) It initiated the digital revolution in the film industry.
- D) It is playing a dominant role in the film market.

63. Why does the author mention Kodak's invention of the first digital camera?

- A) To show its early attempt to reinvent itself.
- B) To show its effort to overcome complacency.
- C) To show its quick adaptation to the digital revolution.
- D) To show its will to compete with Japan's Fuji photo.

64. Why do large companies have difficulty switching to new markets?

- A) They find it costly to give up their existing assets.
- B) They tend to be slow in confronting new challenges.
- C) They are unwilling to invest in new technology.
- D) They are deeply stuck in their glorious past.

65. What does the author say Kodak's history has become?

- A) A burden. B) A mirror. C) A joke. D) A challenge.

66. What was Kodak's fatal mistake?

- A) Its blind faith in traditional photography. B) Its failure to see Fuji photo's emergence.
- C) Its refusal to sponsor the 1984 Olympics. D) Its overconfidence in its corporate culture.

Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

School Lunch

Ryan moved silently through the lunch line. The cook put a cheeseburger(□□□□) and an applesauce cup on his tray. He grabbed a bottle of milk from the cooler at the end of the line and found a seat in the cafeteria(□□). Ryan saw that his friend Tyler had brought lunch from home.

"What did you bring today, Tyler?" he asked.

Tyler pulled his meal out of its brown paper sack. "I've got a ham sandwich, chips, two cupcakes, and a can of soda."

Ryan's mouth started to water. "Uh, Tyler," he said. "If you don't want one of those cupcakes, I'll take it. They sure look good."

Tyler handed Ryan his cupcake. "Sure," he said. "I won't eat all this."

Lunch Requirements

Is Ryan eating a healthy meal if he eats the school lunch? School lunch supporters say "Yes." Recent studies show that a government-approved school lunch has more variety and is more nutritious(□□□□) than most lunches brought from home. It's also lower in fat.

The National School Lunch Act requires that school lunches go along with the Dietary Guidelines for Americans developed by the government. Meals must contain a variety of foods with plenty of grains and at least one fruit or vegetable each day. Foods must not contain too much sugar or salt.

A hot lunch can contain up to 30% fat, but not more than 10% of its calories(□□□□) should come from saturated(□□□□) fat. In an average week, you should get one-third of the daily Recommended Dietary Allowances for protein, iron, calcium(□), and vitamins A and C from your school lunch.

Dare to Compare

Let's compare Ryan's and Tyler's meals to see which is healthier. Ryan's hot lunch (without the cupcake from his friend) has 577 calories, 25 grams of total fat, and 12 grams of saturated fat. He had one serving of fruit, 26 grams

of protein, and 483 milligrams of calcium. Ryan ate more total fat (39%) and saturated fat (19%) than the dietary guidelines recommend. However, schools can still meet the guidelines by having the numbers average out over a week of lunches.

Tyler's lunch from home (this includes both cupcakes) had 1 014 calories. 45 grams (40%) of total fat, and 10 grams (9%) of saturated fat. He ate 21 grams of protein and 155 milligrams of calcium, but no fruits or vegetables. Tyler's meal met the saturated fat guidelines, but had too much total fat.

Tyler ate more calories and total fat than Ryan did. Ryan ate more protein, calcium, and fruit than Tyler did. Which meal would you say is the healthier choice?

à la Carte Options

Federal standards and most school districts forbid selling food in the cafeteria that competes with the school lunch. Many programs do, however, offer à la carte choices for students who don't want the hot meal. Foods sold à la carte separate from the main meal and are priced individually. These foods do not have to meet the same nutritional standards as the foods on the hot lunch menu. Neither do the foods sold at a snack-bar or those foods available elsewhere in the school.

A study in one Texas school district compared the lunches of fourth graders who did not have food choices with those of fifth graders who could choose either a standard lunch or select from a snack-bar. The fourth graders ate 25% more fruits and vegetables than the fifth graders.

Food sold as fund-raisers can also have an impact on school lunch. The money raised is important to provide needed funds for many after-class activities. But the meal's overall nutritional quality usually goes down. Many of these foods are high in fat, sugar, or both, and often come in extra large portions. Fundraisers rarely sell fruits and vegetables.

Choosing Wisely

School food-service programs are trying to please students, and still offer quality, nutritious meals at low cost. That task isn't easy. One school district in New York decided to do something about it. A student advisory board kept the food-service director up-to-date on what the kids wanted. They also worked with school snack-bars to sell smaller servings of chips and candy.

You can make healthy meal choices at school even when not-so-healthy choices are available. You can be sure to get a nutritious meal when you pick foods from the Food Guide Pyramid. For example, always drink milk or a calcium-rich juice for lunch. Even chocolate milk is more nutritious than soda or a sports drink. Stay away from snack foods offered à la carte. They may fill you up now, but the ones that contain a lot of fat and sugar will slow you down later. Always eat the fruits and vegetables offered at the meal. They help give you the energy and vitamins you need to get you through the rest of your school day.

Some people like to make fun of school lunches, but good nutrition is no

laughing matter. Your school's hot lunch is based on the Food Guide Pyramid, so it's full of nutrition. Give it a try. You might be pleasantly surprised.

It's a Team Effort

Team Nutrition is a program that gets schools excited about healthy eating. Schools across the nation pick a team leader who develops fun nutrition activities. The leader works with students, teachers, parents, food-service workers, and people from the community. Activities can range from running a school health fair to planting a garden.

At the Jordan Community School in Chicago, Illinois, one group of fifth graders showed off their "pizza(□□□) garden" in a big, colorful poster showing vegetarian pizzas. The students and food-service staff planted and took care of the vegetables that they would later use as ingredients on their pizzas. The group started growing the plants in the school's cafeteria. Then they moved them outdoors to the students' demonstration garden.

This is just one way to get everyone involved in making school lunch healthy and fun. Team up with your own group and see how creative you can get.

1. What did Ryan do when he saw Tyler?
A) He compared his lunch with Tyler's. B) He offered to share lunch with Tyler.
C) He showed off his healthy lunch. D) He asked Tyler for a cupcake.
2. What do recent studies show about government-approved school lunch?
A) It compares favorably with home-made lunch.
B) It is unpopular among students. C) It is supported by most parents.
D) It contains fewer calories and is less expensive.
3. According to the National School Lunch Act, school lunches must _____.
A) offer various fruits and vegetables for students to choose
B) comply with government-developed dietary guidelines
C) provide low-fat, low-salt, nutritious foods at low prices
D) contain protein, iron, calcium, and a variety of vitamins
4. Tyler's home-prepared meal meets the Dietary Guidelines for Americans in terms of _____.
A) vitamins B) minerals C) total fat D) saturated fat
5. What do we learn about foods provided a la carte in schools?
A) They are purchased separately. B) They are prepared on the spot.
C) They meet the same nutritional standards.
D) They satisfy the needs of choosy students.
6. What does the author think of food sold as fund-raisers?
A) It is reasonably priced. B) It is lacking in nutritional quality.
C) It competes with school lunch. D) It appeals to student tastes.
7. What is the function of the student advisory board?
A) It provides supervision on the quality of school lunches.
B) It advises students on how to make wise choices of foods.
C) It keeps the food-service director up-to-date about students' needs.
D) It monitors school snack-bars that sell large servings of chips and candy.

8. Students are advised to stay away from snack foods offered a la carte because their extra fat and sugar will make them _____.
9. The Jordan Community School students eat pizzas with vegetables _____ in their pizza garden.
10. Team Nutrition is a program that tries to _____ in making school lunch healthy and fun.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

Libraries are my world. I've been a patron(□□□) all my life, and for the past nine years I've worked at multiple libraries and archives in and around Detroit. The library as an institution has many roles, but as our country struggles through an economic crisis, I have watched the library where I work evolve into a career and business center, a community gathering place and a bastion(□□) of hope.

In the spring of 2007 I got a library internship(□□□□□□) at the Southfield Public Library (SPL), just north of Detroit. Summers at SPL were usually slow, but that year, we experienced a library that was as busy as science-fair project week, midterms or tax season. Yet patrons weren't looking for Mosby's Nursing Drug Reference or tax return forms. They were coming for information on growing their small business.

I interpreted people's interest in our business collection as the first step to pursuing their dreams, but these patrons were not motivated by dreams. They were responding to reality, and they were looking for Plan B.

Things worsened in 2008, and in 2009 the economic crisis continues to plague Michigan. Last year, we put up a display with a variety of job resources that we restocked every hour. Each night the library closed, the display was bare. While we normally keep displays up for a week, we kept the job resources display up for months.

Then there's the tightening credit market. People see the writing on the wall and they want to get educated. They can't afford a financial adviser, but checking books out is free. Some of the most popular titles now are Rich Dad,

Poor Dad. Think and Grow Rich, and Suze Orman's 2009 Action Plan.

The economic downturn affects us all. I have had to work long hours and don't get to see much of my boyfriend or experience any kind of social life lately, but I am thankful to be in a position where I can help people overcome this struggle. In Michigan, we haven't lost hope. As long as there are libraries here, there will always be hope.

57. What changes has the current economic crisis brought to the library?
- A) It has opened its age-old archives to the general public.
 - B) It has become a job and business information center.
 - C) It has evolved into a place for business transactions.
 - D) It has had to cut its budget to get through the crisis.
58. What does the author say about the Southfield Public Library in the summer of 2007?
- A) It was overflowing with visitors.
 - B) It launched a science project series.
 - C) It added many books on business to its collection.
 - D) It was full of people seeking information on drugs.
59. What can be inferred from people's strong interest in the library's business collection?
- A) They think it is now time to realize their dreams.
 - B) They find economics helpful in tiding over the crisis.
 - C) They consider it a trend to start their own business.
 - D) They are concerned about the worsening economy.
60. Why were there no more job resources on display by the end of the day?
- A) The library staff could not do the restocking quickly enough.
 - B) People competed with each other for the jobs listed in the ads.
 - C) People were much interested in the job resources on display.
 - D) All the materials on display were free of charge to the jobless.
61. How did the author feel about working in the library?
- A) She felt contented to be in a position to render help.
 - B) She felt pleased to be able to give hope to the jobless.
 - C) She felt rewarded to have gained a lot of experience.
 - D) She felt sorry to miss the social life she used to enjoy.

Passage Two

Questions 62 to 66 are based on the following passage.

More than three dozen billionaires, including well-known philanthropist(□□ □) David Rockefeller, have promised at least half of their fortunes to charity, joining a programme that Bill and Melinda Gates and Warren Buffett started in June to encourage other wealthy people to give.

The pledge is currently worth about \$ 150 billion, but the programme

predicts it will eventually be worth \$ 600 billion.

"During even the Depression's worst years, my parents gave money - about 8% of their annual income of \$ 2200," said Lorry Lokey, one of the donors, on the website of the programme, the Giving Pledge, "I remember saying to my mother that we can't afford that. But she said we have to share with others."

The pledge has been a matter of some debate in philanthropic and non-profit circles, with some experts dismissing it as mere publicity and others predicting that it would produce a flood of new money to support non-profit groups.

Buffett said the real value of the pledge was found in the example it set and in the sentiments(□□) expressed in the letters posted on the website.

Buffett and Gates will hold several dinners later this year to recruit more billionaires, and members of the Giving Pledge will meet annually to discuss their philanthropy.

The pair are due to meet some wealthiest people in China next month and India in March.

"We hope this catches fire in some other countries," Buffett said, "If they want to take what we think is a good idea and run with it, we will be cheering."

Buffett said the number of people who had agreed to sign on was at the high end of his expectations. He said some people who declined to sign the pledge were planning to give away most of their wealth but did not want to draw attention to those plans.

Energy tycoon(□□) Pickens, who is worth about \$ 1 billion, said in his Giving Pledge letter: "I've long stated that I enjoy making money, and I enjoy giving it away. I'm not a big fan of inherited wealth. It generally does more harm than good."

62. What's the purpose of the programme started by Bill and Melinda Gates and Warren Buffett?

- A) To spread the idea of charity around the world.
- B) To publicise the pains and gains of charity work.
- C) To involve more wealthy people in philanthropy.
- D) To narrow the gap between the rich and the poor.

63. What message does Lorry Lokey intend to convey through his website posting?

- A) His family's income is far from large.
- B) The spirit of giving runs in his family.
- C) His family suffered during the Great Depression.
- D) The wealth of his family has come the hard way.

64. Why are Buffett and Gates going to meet some wealthiest people in China and India?

- A) To share their experience with the newly rich there.
- B) To publicise their generosity in helping the needy.

- C) To persuade the wealthy people there to join their ranks.
D) To help the billionaires there see the true value of money.
65. What reason do some people give for declining to sign the pledge?
A) They are unsure if they can meet the public's expectations.
B) They have made plans for disposing of their wealth.
C) They are still undecided whether to give or not.
D) They are reluctant to be the focus of attention.
66. What does energy tycoon Pickens try to say in his Giving Pledge letter?
A) Blessed are those who inherit large fortunes.
B) The more you give, the happier you will be.
C) Leaving a fortune to one's children is unwise.
D) Philanthropy can help free the poor the poor from want.

□□□

Part II Reading comprehension (Skimming and scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Surviving the Recession

America's recession began quietly at the end of 2007. Since then it has evolved into a global crisis. Reasonable people may disagree about whom to blame. Financiers who were not as clever as they thought they were? Regulators falling asleep at work? Consumers who borrowed too much? Politicians who thoughtlessly promoted home-ownership for those who could not afford it? All are guilty; and what a mess they have created.

Since 2007 America has shed 5 million jobs. More than 15% of the workforce are jobless or underemployed—roughly 25 million workers. The only industries swelling their payrolls are health care, utilities and the federal government. The value of listed shares in American firms collapsed by 57% from its peak in October 2007 to a low in March this year, though it has since bounced back somewhat. Industrial production fell by 12.8% in the year to March, the worst slide since the Second World War. Mark Zandi, an economist

at Moody's Economy.com, predicts that the recession will shrink America's economy by 3.5% in total. For most executives, this is the worst business environment they've ever seen.

Times are so tough that even bosses are taking pay cuts. Median(□□□□) pay for chief executives of S&P 500 companies fell 6.8% in 2008. The overthrown business giants of Wall Street took the biggest knock, with average pay cuts of 38% and median bonuses of zero. But there was some pain for everyone: median pay for chief executives of non-financial firms in the S&P 500 fell by 2.7%.

Nearly every business has a sad tale to tell. For example, Arne Sorenson, the president of Marriott hotels, likens the crisis to the downturn that hit his business after September 11th, 2001. When the twin towers fell, Americans stopped travelling. Marriott had its worst quarter ever, with revenues per room falling by 25%. This year, without a terrorist attack, the hotel industry is "putting the same numbers on the board", says Mr. Sorenson.

The hotel bust(□□□), like most busts, was preceded by a breathtaking boom. Although many other big firms resisted the temptation to over-borrow, developers borrowed heavily and built bigger and fancier hotels as if the whole world were planning a holiday in Las Vegas. When the bubble burst, demand collapsed. Hotel owners found themselves with a huge number of empty rooms even as a lot of unnecessary new hotels were ready to open.

Other industries have suffered even more. Large numbers of builders, property firms and retailers have gone bankrupt. And a disaster has hit Detroit. Last year the American car industry had the capacity to make 17 million vehicles. Sales in 2009 could be barely half of that. The Big Three American carmakers—General Motors, Ford and Chrysler—accumulated ruinous costs over the post-war years, such as gold-plated health plans and pensions for workers who retired as young as 48. All three are desperately restructuring. Only Ford may survive in its current form.

Hard times breed hard feelings. Few Americans understand what caused the recession. Some are seeking scapegoats(□□□). Politicians are happy to take advantage. Bosses have been summoned to Washington to be scolded on live television. The president condemns their greed.

Extravagance(□□) is out

Businessfolk are bending over backwards to avoid seeming extravagant. Meetings at resorts are suddenly unacceptable. Goldman Sachs, an investment bank, cancelled a conference in Las Vegas at the last minute and rebooked it in San Francisco, which cost more but sounded less fun.

Anyway, the pain will eventually end. American business will regain its shine. Many firms will die, but the survivors will emerge leaner and stronger than before. The financial sector's share of the economy will shrink, and stay shrunk for years to come. The importance of non-financial firms will accordingly rise, along with their ability to attract the best talent. America will remain the best place on earth to do business, so long as Barack Obama and

the Democrats in Congress resist the temptation to interfere too much, and so long as organised labour does not overplay its hand.

The crisis will prove hugely disruptive(□□□□), however. Bad management techniques will be exposed. Necessity will force the swift adoption of more efficient ones. At the same time, technological innovation(□□) will barely pause for breath, and two big political changes seem likely.

Mr. Obama's plan to curb carbon dioxide (CO₂) emissions(□□), though necessary, will be far from cost-free, whatever his sunny speeches on the subject might suggest. The shift to a low-carbon economy will help some firms, hurt others and require every organisation that uses much energy to rethink how it operates. It is harder to predict how Mr. Obama's proposed reforms to the failing health-care system will turn out. If he succeeds in curbing costs—a big if—it would be a huge gain for America. Some businesses will benefit but the vast bulk of the savings will be captured by workers, not their employers.

In the next couple of years the businesses that thrive will be those that are tight with costs, careful of debt, cautious with cash flow and extremely attentive to what customers want. They will include plenty of names no one has yet heard of.

Times change, and corporations change with them. In 1955 Time's Man of the Year was Harlow Curtice, the boss of GM. His firm was leading America towards "a new economic order", the magazine wrote. Thanks to men like Curtice, "the bonds of scarcity" had been broken and America was rolling "in an all-time high of prosperity". Soon, Americans would need to spend "comparatively little time earning a living".

Half a century later GM is a typical example of poor management. In March its chief executive was fired by Time's current Man of the Year, Mr. Obama. The government now backs up the domestic car industry, lending it money and overseeing its turnaround plans. With luck, this will be short-lived. But there is a danger that Washington will end up micromanaging not only Detroit but also other parts of the economy. And clever as Mr. Obama's advisers are, history suggests they will be bad at this.

1. From the first paragraph, we learn that America's recession is the result of _____.

- A) a messy real estate market B) a combination of causes
- C) unregulated competition D) financiers' mismanagement

2. At the worst time, the total value of listed shares in American firms shrank by _____.

- A) 57% B) 15% C) 12.8% D) 3.5%

3. According to Arne Sorenson, the president of Marriott hotels, the current recession _____.

- A) was the worst he had ever seen since World War II
- B) reduced his revenues to a quarter of normal years
- C) hit his business as hard as the 9/11 terrorist attack

- D) spoiled his plans to build more hotels in Las Vegas
4. The Big Three American carmakers need restructuring to survive because _____.
- A) their production capacity has shrunk to less than half of the previous year
B) their technology has fallen behind their competitors' elsewhere in the world
C) they have borrowed too heavily and accumulated too large amounts of debt
D) they cannot cope with the ruinous costs accumulated over the post-war years
5. Goldman Sachs, an investment bank, cancelled a conference in Las Vegas in order to _____.
- A) raise its efficiency B) cut unnecessary costs
C) avoid seeming wasteful D) have fun in San Francisco
6. The author of this report seems to be _____.
- A) against too much government interference in the economy
B) optimistic about Obama's effort to reduce CO2 emissions
C) interested in political and economic reforms
D) concerned about the interests of the workforce
7. According to the author, Obama's plan to limit carbon dioxide emissions will _____.
- A) not benefit America's industry B) benefit the whole nation
C) do good to the environment D) by no means be inexpensive
8. Because Harlow Curtice's firm was leading America in creating "a new economic order", he was named by Time magazine as _____ in 1955.
9. In March, General Motors' chief executive was fired by Mr Obama for _____.
10. The author is afraid that the Obama administration will end up America's economy _____.

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

The Gatais used to frown when they received power bills that routinely

topped \$200. Last September the couple moved into a 1 500-square-foot home in Premier Gardens, a subdivision of 95 "zero-energy homes" (ZEH) just outside town. Now they're actually eager to see their electricity bills. The grand total over the 10 months they've lived in the three-bedroom house: \$75. For the past two months they haven't paid a cent.

ZEH communities are the leading edge of technologies that might someday create houses that produce as much energy as they consume. Premier Gardens is one of a half-dozen subdivisions in California where every home cuts power consumption by 50%, mostly by using low-power appliances and solar panels.

Aside from the panels on the roof, Premier Gardens looks like a community of conventional homes. But inside, special windows cut power bills by blocking solar heat in summer and retaining indoor warmth in winter.

The rest of the energy savings comes from the solar units. They don't just feed the home they serve. If they generate more power than the home is using, the excess flows into the utility's power grid(□□). The residents are billed by "net metering": they pay for the amount of power they tap off the grid, less the kilowatts(□□) they feed into it. If a home generates more power than it uses, the bill is zero.

That sounds like a bad deal for the power company, but it's not. Solar homes produce the most power on the hot sunny afternoons when everyone rushes home to turn up the air conditioner. "It helps us lower usage at peak power times," says solar expert Mike Keese. "That lets us avoid building costly plants or buying expensive power at peak usage time."

What's not to like? Mostly the costs. The special features can add \$25000 or more to the purchase price of a house. Tax breaks bring the cost down, especially in California, but in many states ZEHs can be prohibitively expensive. For the consumer, it's a matter of paying now for the hardware to save later on the utilities.

57. Why are the Gatais eager to see their electricity bills now?

- A) They want to see how much they have saved.
- B) They want to cut down their utility expenses.
- C) They want to know if they are able to pay.
- D) They want to avoid being overcharged.

58. What is special about the ZEH communities?

- A) They have created cutting-edge technologies.
- B) They aim to be self-sufficient in power supply.
- C) They are subdivided into half a dozen sections.
- D) They are built in harmony with the environment.

59. How are the residents in the ZEH communities billed for electricity use?

- A) They are only charged for the amount of power they consume on rainy days.
- B) They needn't pay a single cent for their power consumption on sunny days.
- C) They only pay for the excess power that flows into the utility's power grid.

- D) They pay for the electricity from the grid less their home-generated power.
60. What does the "net metering" practice mean to the power company?
- A) More pressure at peak time. B) Less profits in the short term.
- C) Increased electricity output. D) Reduced operational costs.
61. The author believes that buying a house in a ZEH community _____.
- A) is but a dream for average consumers B) gives the owner substantial tax benefits
- C) is a worthy investment in the long run D) contributes to environmental protection

Passage Two

Questions 62 to 66 are based on the following passage.

Romantic love has clear evolutionary roots but our views about what makes an ideal romantic relationship can be swayed by the society we live in. So says psychologist Maureen O'Sullivan from the University of San Francisco. She suggests that humans have always tried to strengthen the pair-bond to maximise(□□□□) reproductive success.

Many societies throughout history and around the world today have cultivated strong pressures to stay married. In those where ties to family and community are strong, lifelong marriages can be promoted by practices such as the cultural prohibition of divorce and arranged marriages that are seen as a contract between two families, not just two individuals. In modern western societies, however, the focus on individuality and independence means that people are less concerned about conforming to(□□) the dictates of family and culture. In the absence of societal pressures to maintain pair-bonds, O'Sullivan suggests that romantic love has increasingly come to be seen as the factor that should determine who we stay with and for how long. "That's why historically we see an increase in romantic love as a basis for forming long-term relationships," she says.

According to O'Sullivan culture also shapes the sorts of feelings we expect to have, and actually do experience, when in love. Although the negative emotions associated with romantic love-fear of loss, disappointment and jealousy-are fairly consistent across cultures, the positive feelings can vary. "If you ask Japanese students to list the positive attributes they expect in a romantic partner, they rate highly things like loyalty, commitment and devotion," says O'Sullivan. "If you ask American college women, they expect everything under the suit: in addition to being committed, partners have to be amusing, funny and a friend."

We judge a potential partner according to our specific cultural expectations about what romantic love should feel like. If you believe that you

have found true romance, and your culture tells you that this is what a long-term relationship should be based on, there is less need to rely on social or family pressures to keep couples together. O'Sullivan argues.

62. What does the author say about people's views of an ideal romantic relationship?

A) They vary from culture to culture. B) They ensure the reproductive success. C) They reflect the evolutionary process. D) They are influenced by psychologists.

63. We can infer from the passage that strong family and community ties _____.

A) largely rely on marriage contracts B) can contribute to stable marriages
C) often run counter to romantic love D) make divorces virtually unacceptable

64. Without social pressures to keep pair-bonds, romantic love _____.

A) will be a substitute for marriage in human relationships
B) plays a key role in maintaining long-term relationships
C) is likely to replace the dictates of family and society
D) is a way to develop individuality and independence

65. O'Sullivan believes that when people from different cultures fall in love, _____.

A) they expect different things from their partner
B) they tend to exaggerate each other's positive qualities
C) they often fail to see each other's negative qualities
D) they lay more emphasis on commitment and devotion

66. We can conclude from the passage that _____.

A) cultural differences often tear apart a family built on romantic love
B) marriages are hard to sustain without social or family pressures
C) romantic love is becoming increasingly important in family relationships
D) romantic love tends to yield where family or social pressures are strong



2006 □ 12 □

1-7 NNYNYNG 8. move forward 9. looking back 10. the more you get back
57-61 CBDAB 62-66 CBDBC

2007 □ 6 □

1-7 YYNYNGNY 8. unwelcome emails 9. names and contact information □
private contact information 10. economic gain
57-61 DBCBA 62-66 BACDC

2007 □ 12 □

1-7 BCBDACB 8. changes in the visa process 9. take their knowledge and skills
back home 10. strengthen the nation
57-61 ACDCB 62-66 DBCAB

2008 □ 6 □

1-7 ADBCABC 8. quite homogeneous but small 9. relationships with
consumers 10. the appropriate media
57-61 DDABB 62-66 ACBDD

2008 □ 12 □

1-7 ADBACBD 8. challenged 9. can be proud of 10. stay silent
57-61 ABADB 62-66 BCBAC

2009 □ 6 □

1-7 ACBBDCA 8. embarrassed 9. inclusiveness 10. differences and similarities
57-61 ADDAB 62-66 BCBAC

2009 □ 12 □

1-7 BDCDBAC 8. qualified 9. recognizes 10. excellence
57-61 ABDCA 62-66 ABDAC

2010 □ 6 □

1-7 ADCACBB 8. had an Internet addiction 9. professional help 10. online
dating
57-61 CACCA 62-66 BABCB

2010 □ 12 □

1-7 ADBDBBC 8. separated 9. the wild world 10. harmony
57-61 CABDA 62-66 DBAAB

2011 □ 6 □

1-7 BABCCDB 8. the local markets 9. in a British way 10. share their meals
57-61 DDADA 62-66 BABDD

2011 □ 12 □

1-7 ACABACA 8. steal a grade 9. honesty and good faith 10. the Watergate
scandal

57-61 CACAC 62-66 CDADC

2012 □ 6 □

1-7 ABDADBC 8. Simplicity 9. many different measures 10. tough subjects

57-61 CDDDA 62-66 CBACC

2012 □ 12 □

□□□

1-7 DCAADBC 8. hazards 9. tightened 10. comparatively easier to get / slightly more convenient

57-61 BCBDA 62-66 CABDC

□□□

1-7 BCBADCD 8. closed and inflexible 9. combined 10. creating a reality of his own

57-61 CBACD 62-66 DCBAA

□□□

1-7 CBDCAAD 8. their conditions 9. the private sector 10. obligations

57-61 ADBCA 62-66 BADCB

2013 □ 6 □

□□□

1-7 ABADCAC 8. manpower to put together each one 9. cost 10. remains to be seen

57-61 CCDDC 62-66 BADAC

□□□

1-7 DABDDBC 8. slow down 9. planted and took care of 10. get everyone involved

57-61 BADCA 62-66 CBCDC

□□□

1-7 BACDCAD 8. Man of the Year 9. poor management 10. micromanaging

57-61 ABDDC 62-66 ABBAC